

ALBERTA, EDUCATION, 1914



PROVINCE OF ALBERTA
DEPARTMENT OF EDUCATION

NINTH ANNUAL REPORT

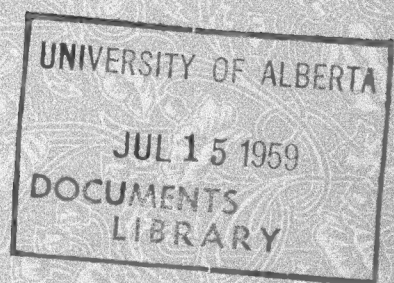
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NINTH ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA
1914

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CAMROSE NORMAL SCHOOL.

DEPARTMENT OF EDUCATION,

EDMONTON, June 1, 1915.

To His Honour,

GEORGE HEDLEY VICARS BULYEA,

Lieutenant Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1914.

I have the honour to be, Sir,

Your obedient servant,

JOHN R. BOYLE,

Minister of Education.

CONTENTS

Part I.

	Page
Introduction by Minister.....	11
Report of Deputy Minister	13

Part II.

Report of Chief Inspector of Schools.....	23
Report of Principal Normal School, Calgary.....	28
Report of Acting Principal Normal School, Camrose.....	33
Report of Principal Normal School, Camrose.....	35
Report of Provincial Director of Technical Education.....	39
Organization and Development.....	51
Special Subjects in Normal Schools.....	52
Special Course for School Inspectors.....	53
Summer School for Teachers.....	54
Professional Course for Agricultural Specialists.	62
Report of Supervisor of Schools among Foreigners.....	66
Report of Principal English School for Foreigners..	71
Reports of Inspectors	73
Report of Chief Provincial Truant Officer.....	128
Report of the School Debenture Branch.....	133

Part III.

General Statistics	137
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Part IV.

Appendices—

A.—Regulations of the Department of Education.....	161
B.—Public School Leaving Examinations.....	170
C.—Regulations Governing Diploma Examinations and Teachers' Certificates	172
D.—Commercial Diplomas	189
E.—Agriculture in Grade XI.....	191
F.—Authorized Text Books, Grades I-VIII.....	199
G.—Rhodes Scholarships	201

PART I.

INTRODUCTION BY MINISTER

REPORT OF DEPUTY MINISTER

To His Honour,

GEORGE HEDLEY VICARS BULYEA,

Lieutenant Governor of the Province of Alberta.

SIR,—I beg to present to Your Honour the Annual Report of the Department of Education for the year 1914.

Considerable progress has been made during the year in improving the organization of public instruction. We have made a marked advance in Technical Education, particularly among the people engaged in the coal mining industry. There has been also considerable improvement in the teaching of Agriculture in our public schools, due chiefly to the instruction given to the teachers at the Summer School, which had a larger attendance this year than ever before.

Consolidated school districts have been established during the year and a number more are in the course of organization. The rural communities appear to be taking a lively interest in this problem at the present time, and the prospects for the formation of a considerable number of consolidated districts in the near future are excellent.

The organization of the branch of the Department for forcing operation of schools and compelling attendance is commencing to show results. There has been a gradual but relentless tightening of the pressure in this direction during the last two years, and I believe that from now onward the law will be less difficult to enforce, and that it will be possible in the next few years to considerably increase the average number of teaching days in the schools as well as the average attendance.

I take this occasion to acknowledge the support of public opinion often expressed, which has encouraged the Departmental officers in dealing with the difficult problem of compulsory school attendance.

I have the honour to be, Sir,

Your obedient servant,

J. R. BOYLE,

Minister of Education.



AN EXCELLENT SCHOOL GARDEN—THE HIGHLANDS, EDMONTON.

REPORT

OF THE

DEPUTY MINISTER OF EDUCATION

HON. J. R. BOYLE, K.C., M.P.P.
Minister of Education.

SIR,—I have the honour to submit herewith the ninth annual report of the Department of Education for the Province of Alberta, including statistics and special reports for the year 1914.

The expansion which has taken place in the province along educational lines is, in a measure, indicated by the tabulated statistics included in this and preceding reports, but as this may be read by many who have not in their possession the reports of former years, it may be well to treat of certain phases of departmental work by means of comparative statements. While the activity shown a few years ago with respect to the organization of new school districts appears to have somewhat subsided, it would be a mistake to conclude that the real growth has been in any considerable degree retarded, as a school district, after being organized with the minimum number of resident rate-payers and children, is capable of absorbing a very considerable immigration, and therefore the growth of the settlement cannot always be measured by the increase in the number of school districts. This is shown by the following table. It will be noted that though the number of school districts organized during the past year was considerably lower than the number organized during former years, the increase in the enrolment was larger than that of any former year, the number enrolled during 1914 being 10,001 in excess of the enrolment of the preceding year. Similarly during the year 1911, while the number of school districts organized far exceeded the number organized in any other year, the increase in enrolment was smaller than that for the years immediately preceding and succeeding it. The table may also be of interest, as it gives a bird's eye view of the general expansion of the elementary school system of the province since its organization.

Year	No. of School Districts	No. of School Districts Operating Schools	No. of Classrooms	Total Enrolment
1906.....	746	570	760	28,784
1907.....	902	694	945	34,338
1908.....	1,070	851	1,139	39,653
1909.....	1,250	970	1,323	46,048
1910.....	1,501	1,195	1,610	55,307
1911.....	1,784	1,392	1,902	61,660
1912.....	2,029	1,600	2,229	71,044
1913.....	2,235	1,705	2,511	79,909
1914.....	2,360	2,027	2,898	89,910

The above table also shows that, notwithstanding the comparatively small number of school districts organized during the year, a very much larger number of school districts operated their schools than in any former year, the number being 2,027, as against 1,705 in the year 1913.

This marked increase is a direct result of the recent legislative enactments requiring the board of every school district to operate the school unless satisfactory evidence has been submitted to the Minister that the conditions existing in the district are such as to justify him in giving his approval to the closing of the school. It had become evident that in some cases a section of the ratepayers of the district more interested in the lowering of tax rates than in the education of the children, gained control in the administration of the affairs of the district, and, on one pretext or another, avoided, if possible, the opening of the school. In a few cases school trustees of this type have been known to watch closely the number of children of school age within the district, and, it is claimed, even to offer inducements to some to leave the district temporarily and thereby so reduce the number as to give the board the legal right to close the school for a part of the year or for the whole year, as the case might be, but under the amended Act, operating in conjunction with the



PUBLIC SCHOOL, LEDUC.

Truancy Act, all this is changed, and every individual case must now be submitted to the Department to be dealt with on its merits before any board can close the school for whose operation they are held responsible.

One of the most serious features of our rural schools, as has been pointed out, is the tendency to operate during only a part of the year. The improvement which is shown in this connection is gratifying, and, notwithstanding the fact that a very considerable number of schools in the rural communities must inevitably remain closed during at least a portion of the year, while such a condition is practically unknown in our urban schools, it is found that the average length of the school year in ungraded schools is now only 42.17 days less than the average length of the school year in urban schools. This is undeniably a highly creditable showing and may well be recognized as evidence of the effectiveness of our legislation with respect to compulsory education and truancy.



PUBLIC SCHOOL, ATHABASCA

The particulars regarding the enrolment and the average number of days during which schools have been kept open in the various classes of districts are summarized as follows:

	No. of Rooms	Enrolment	Average Length of School Year
Schools in Cities.....	536	24,892	194.67
Graded Schools in Towns and Villages.....	437	18 468	198.17
Ungraded Schools.....	1,925	46 550	153.19

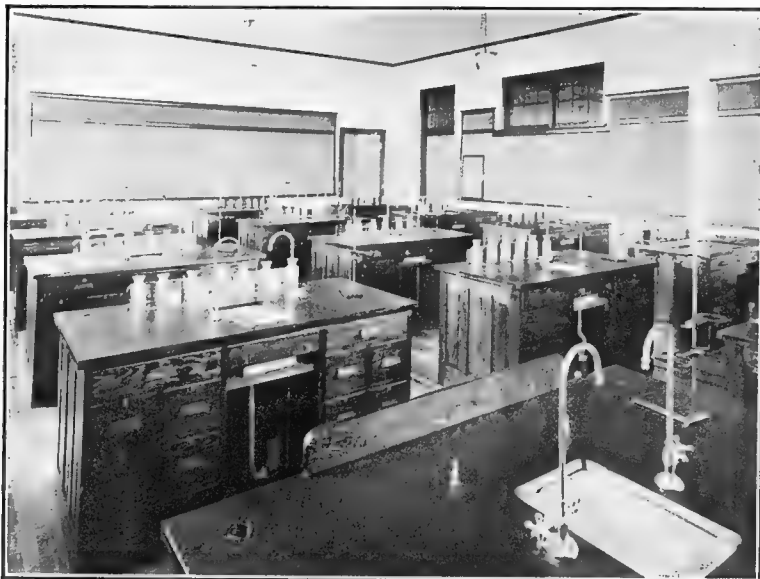
In my last report comment was made respecting the ratio maintained between the enrolment of pupils in rural and urban schools and it was shown that though the majority fluctuated from one class to the other several times during the past ten years, there were, at the end of 1913 a larger number of pupils enrolled in the urban schools of the province than in the rural schools. During 1914, however, the financial conditions caused through the outbreak of the war and the consequent retrenchment in provincial and civic undertakings created a very desirable movement from the towns to the country, so that, while at the end of 1913 the urban school enrolment exceeded that of the rural schools of the province by 1,335, we find that one year later, at the end of 1914, the rural school enrolment exceeded that of the urban schools by 3,190. Should the conditions now prevailing continue, the movement "back to the land" will prove to be even more marked during the year 1915. The following table covering the past ten years may be of interest:

Year	Rural	Urban	Total
1905.....	13,619	10,635	24 254
1906.....	14,576	14,208	28,784
1907.....	16,344	17,994	34,338
1908.....	19,599	20,054	39,653
1909.....	23,165	22,883	46 048
1910.....	29 835	25,472	55 307
1911.....	32,098	29,562	61,660
1912.....	36,399	34,645	71,044
1913.....	39,287	40,622	79 909
1914.....	46,550	43,360	89,910

A cursory glance over the tables appearing elsewhere in this report is sufficient to show that the number of teachers required to supply the schools of the province is very rapidly increasing. Under normal conditions it is probable that the department would have been confronted with a very serious dearth of teachers, but, as a matter of fact, the province has never been as well supplied with fully qualified teachers as it is at the present time. The causes giving rise to this very desirable condition are not difficult to locate. For several years past the prosperity which the province experienced afforded abundant opportunities in many other more remunerative fields, so that each year a large number were induced to desert the teaching force of the province in favour of some other pursuit—professional, commercial or matrimonial. During the past year, however, the changed conditions brought many of these to

realize that after all the teacher's position is not to be despised, and in many cases those who were believed to have permanently forsaken the profession returned to swell the ranks of the qualified teachers of the province. These conditions, too, appear to have a marked effect on the attendance in our high school departments, as these classes appear to be much larger than ever before.

To meet this situation it was necessary to extend our facilities for teacher-training, and the new Normal and Practice School building at Camrose was completed at a very opportune time, in fact both Normal School buildings were taxed almost to their limit at the opening of the Normal School session in January, 1915. There is good reason to hope that by the close of 1915 the necessity for the granting of permits to unqualified teachers will have, for a time at least, passed away.



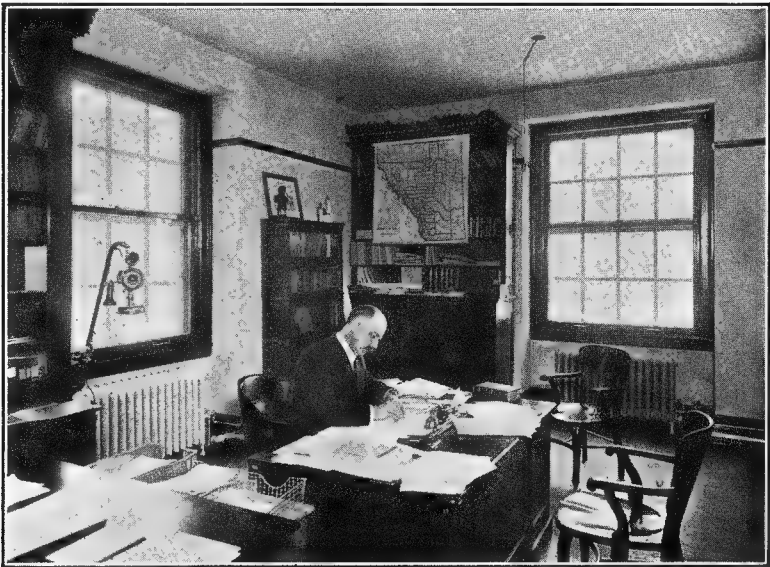
CHEMICAL LABORATORY, CAMROSE NORMAL SCHOOL

The increase in the average length of the school year, together with the very marked increase in the number of teachers employed, involved the expenditure of a much larger amount on teachers' salaries, the total salaries paid to teachers during 1914 being \$2,050,697.01 as compared with \$1,672,525.93 in the year 1913; thus the amount paid in teachers' salaries during the year 1914 was considerably more than twice the amount paid in 1910. Notwithstanding this fact teachers' salaries for the first time since the organization of the province showed a slight downward tendency, the average yearly salary paid to all teachers employed being \$810.23, as compared with \$819.71 in the preceding year. An analysis of a table appearing elsewhere in this report would indicate that this slight lowering in the average salary paid is not accounted for by any lowering of salary schedules during the year. On the contrary, a comparison of the salary lists for 1913 and 1914 shows that these have usually been maintained, and in some cases raised. The explanation lies rather in the fact that the supply of teachers was

more nearly adequate to the demand, while in former years some boards found it necessary to offer disproportionately large salaries in order to induce teachers, even unqualified ones, to accept their schools. The following table shows the average salaries paid to First and Second Class teachers during the past ten years:

Year	First Class Certificates		Second Class Certificates	
	Male	Female	Male	Female
1905.....	\$ 741.08	\$615.63	\$620.90	\$572.10
1906.....	807 10	610.01	640.50	585.07
1907.....	910.05	652.55	674.40	574.40
1908.....	973.55	702.00	700.00	641.10
1909.....	1,021.98	717.42	736.81	649.28
1910.....	1,092.40	749.78	748.00	684.84
1911.....	1,028.54	738.19	747.92	697.77
1912.....	1,013.46	739.13	776.49	697.27
1913.....	1,172.66	845.79	991.06	764.87
1914.....	1,211.59	844.23	818.83	774.65

The many problems confronting the department, and the methods adopted with a view to coping successfully with them are discussed at length in the accompanying special reports. The varied and onerous duties devolving upon our inspectors of schools, demanding administrative and executive ability in addition to what may be looked upon as their professional qualifications, serve to increase immeasurably the value of these officials not only to the department but to the districts over which they exercise supervision. The watchful care exercised by a competent staff of truant officers assisted by our inspectors, and supervised by our provincial truant officer, has done much, as has already been pointed



DEPUTY MINISTER AT HIS DESK.

out, to secure for the children of the province a realization of their right to at least an elementary education. Much exceedingly important pioneer work has been done along the line of night classes, not only in the larger cities, but also in mining centres, as well as in connection with special instruction in such subjects as manual training, household science, school gardening, music and art. The report of the Provincial Director of Technical Education deals fully with these phases of the educational activity of the province, as well as with the Summer School for Teachers, an institution which is growing year by year in extent and interest, and which promises to be a permanent Mecca to which many of the teachers of the province will seek to make an annual pilgrimage.

With the expansion that has taken place not only with respect to the number of school boards and school teachers with whom the department is in constant communication, but also with respect to new phases of educational activity undertaken during the past year or two, the volume of correspondence and office routine has greatly increased. During the year the number of letters received at the department was 69,991, while the outgoing letters numbered 67,860. This means that throughout the year an average of 233 letters have been received and an average of 226 sent out for each working day; and when the additional clerical work connected with all the branches of our departmental administration is taken into consideration one may, in some measure, realize the magnitude of the work performed by the departmental staff covering a range of duties extending from the merest routine to the most complicated points of departmental administration.

I have the honour to be, Sir,

Your obedient servant,

(Sgd.) D. S. MacKENZIE,

Deputy Minister of Education.

PART II.

SPECIAL REPORTS

REPORT OF CHIEF INSPECTOR OF SCHOOLS.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit the following report for the year 1914.

This year has been one in which very satisfactory progress has been made along all educational lines.

In rural districts the school buildings erected during the year are modelled after the plans and specifications prepared by the Department of Education and the systems of heating, lighting and ventilation are in line with the latest ideas in school architecture.

The enforcement of Sections 142 and 143 of The School Ordinance which make it compulsory for boards of trustees to operate their schools during the whole year has had a good influence on the character of the teaching done in these districts by adding permanency to the engagement and continuity to the work of the teachers.

In the short term school the time of the teacher is usually spent in the laying of foundations for the work and very little time remains for building the superstructure as she leaves after an engagement of a few months. Her efforts on behalf of the children of the district are in many cases counteracted by the long period of educational inactivity resulting from the closing of the school for the greater part of the year.

The work done by the Chief Provincial Truant Officer and the Inspectors of Schools, in prosecuting parents who have refused to send their children to school has had a salutary effect on the regularity of attendance, and has in a general way, added materially to the influence of the work of the school in preparing the pupils to take their place as citizens in the province.

The supply of teachers is increasing rapidly and it is very probable that there will be no necessity to issue permits or provisional certificates after 1915. The attendance at the normal schools has nearly doubled during the year, a large number of teachers are coming from the other provinces, United States and Great Britain and a large number of ex-teachers have re-entered the profession, owing to the financial and industrial conditions prevailing in Canada. These will provide a sufficient number of teachers to take charge of all the schools in the province.

The importance of physical education is being more fully appreciated as part of our educational system both in rural and urban schools and the time is coming when it will receive more adequate attention from all educators. This probably may involve the sacrifice of some less important subject on the curriculum that is related to purely mental training. The methods of system when properly applied tend to the

production of higher standards of physical, mental and moral efficiency at the age of puberty, i.e., the age at which the foundations of character and personality are established.

The cadet movement has made a marked advance during the year and now all well organized city, town and village schools have a cadet corps under the charge of competent instructors. The remarkable record made by the Alberta school cadets from the City of Calgary stimulated the practice in rifle shooting throughout Canada. The report of Colonel E. A. Cruickshank on the work of the Calgary cadets is as follows: "Nine out of twelve cadets selected to represent Canada in the Imperial Cadets' competitions during Empire Week, May 18th to 23rd, 1914, were from the Calgary Public Schools, the selection being by competition throughout the Dominion. The Canadian team took first place in all team competitions, while in each individual competition a Calgary boy heads the list."

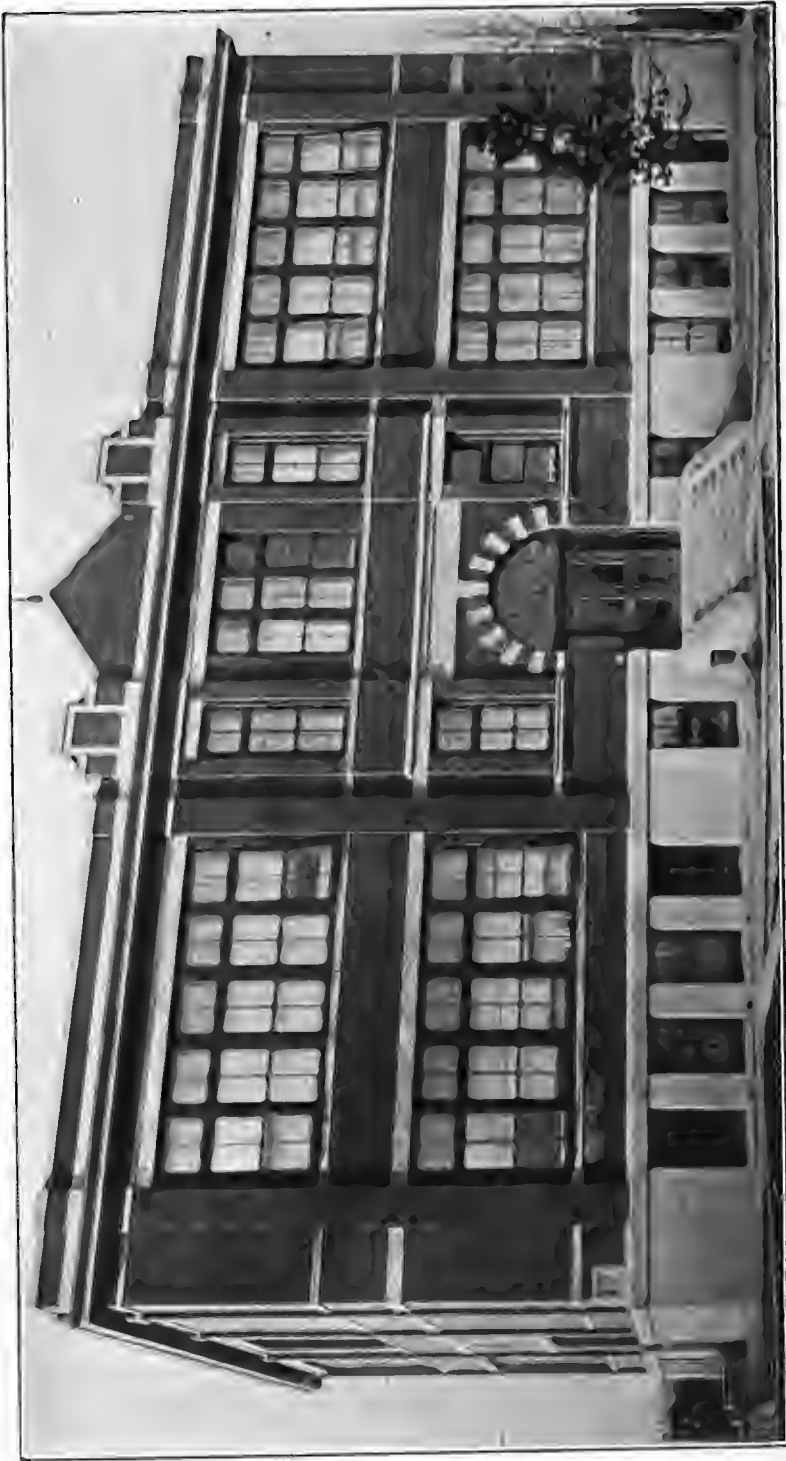
Many schools have introduced organized play with the teacher a participant in and supervisor of the games. The moral and physical



WARNER CONSOLIDATED SCHOOL, NO. I.

effects resulting from these exercises have fully justified each school board in demanding that the teacher take an equal interest in the play and conduct of the children during intermissions as she does during the school hours. This means that each child will have some healthful exercise during the intermission and will have the benefit of the teacher's personality and direction.

One branch of the German-Lutheran Church established private schools in connection with their work in a number of city, town, village and rural districts in the province and placed theological students from their colleges in the United States in charge. These men were good types of German manhood and were devoted to their work, but spent a great part of their time in the instruction of religion and the German language. The teaching in the other subjects was not up to the standard attained by the public schools in the community where these private schools were located and the buildings and equipment were very much



PUBLIC SCHOOL, EDSON.

inferior. The physical training of the pupils was neglected and no suitable playgrounds were provided. I made a thorough examination of the buildings and the work done by the teachers and students and as it did not in any case attain to the standard of efficiency of the schools these students would attend provided the private schools were not in existence I declined to give them a certificate stating that they were doing efficient work. The school required this certificate in order that the parents of the children would be exempt from the penalty imposed by The Truancy Act, as this Act makes it compulsory for parents whose children are not in attendance at the public or separate school to present a certificate from the inspector to the effect that they are receiving efficient instruction. Owing to this action the church has closed the majority of these institutions and the children are at present in attendance at the public schools.

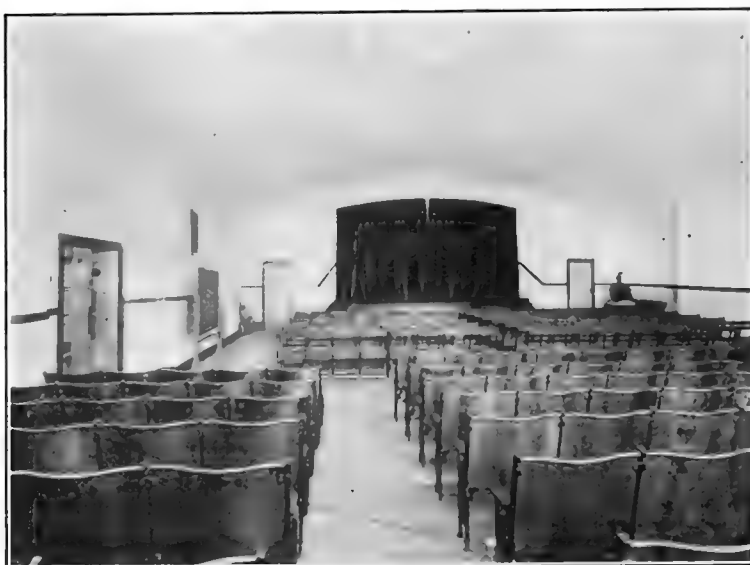
The progress made in the English School for Foreigners has been very satisfactory, and the majority of the students are gradually gaining a working knowledge of English. The mastery of the English language is a slow process for students who have passed their twenty-first year and it is doubtful whether the majority of such students will ever be proficient in the correct use of English. Three students from this school will write on the Grade XI, or Normal Entrance Examination and will have an excellent chance of success, while two other Ruthenian students in the town of Vegreville are preparing for the same examination. The time is very near when a large number of these students will qualify as teachers by completing the same course of training and passing the same examinations as the English-speaking students in the province. They are earnest, industrious and ambitious young men who are resolved to succeed in the land of their adoption and do pioneer educational work in their own communities.

The development of the work of the secondary schools has been rapid since the establishment of the province and the enrolment in these grades for the second term of this year is at least 30% greater than in any previous term. The number of students who wrote on the departmental examinations in 1914 was three thousand and forty-one, while in 1906 the number was seven hundred and sixty-seven. This growth is taking place in every part of the province and is not confined to the cities and large towns. This year it was necessary to hold departmental examinations at eighty centres and 135 teachers were appointed to conduct them. This increase in the number of students in attendance in the higher grades is most encouraging, as a large proportion of them will train as teachers and do their part in the educational work of the province.

The Executive Council appointed the writer to make a thorough investigation into educational conditions in the drouth-stricken districts in the southern part of the province and report in regard to those districts that would have to receive financial assistance in order that they could operate their schools. The area affected was so extensive and the number of children so large that the Legislature, after fully realizing the need for action, voted the sum of \$75,000 for the purpose of making loans to boards of trustees so that the schools could be kept in operation. The loan in each case was made upon the recommendation of the inspector of schools after a conference with the trustees and the money was expended in paying the salary of the teacher and in meeting the debenture coupons when due. This action on the part of the Legislature has

resulted in the operation of a large number of schools which, without assistance, would have been closed.

The inspectors of schools have had their duties extended during the years 1913 and 1914, although their number has not been increased. There are at present eighteen of these officials and they have an average of 180 schools or departments under their supervision. They inspect the work of the teachers, the schools and premises, are provincial truancy officers, official trustees in districts where trustees will not carry out the provisions of The School Ordinance or cannot finance the school; they are called upon to settle disputes in districts, to assist in collecting debenture coupons when secretary-treasurers fail to pay promptly, preside at departmental examinations and read the answer-papers of candidates for the examinations. Notwithstanding all these duties they have inspected



ASSEMBLY HALL, CAMROSE NORMAL SCHOOL

nearly all those school districts that were in operation during the year and have given special assistance to those teachers who were untrained or weak in methods or discipline.

The Department of Education, in July and August, provided special courses in agriculture, school gardening, nature study, manual training, art and physical culture for the inspectors. The courses of lectures and demonstrations were given by specialists and indicated how the work should be carried out in the rural schools in order to make it a success. The Inspectors who have completed this strenuous course of training are enthusiastic in their appreciation of the work and will stimulate the teaching of agriculture and school gardening in their districts.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,
Chief Inspector.

ALBERTA NORMAL SCHOOLS.

REPORT OF DR. E. W. COFFIN,
PRINCIPAL, NORMAL SCHOOL, CALGARY.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit herewith for your consideration the ninth annual report of the Provincial Normal School, at Calgary, for the year 1914.

The usual sessions were held during the year, the first opening on January 5th, and the second on August 20th. The enrolment during the second session was the largest on record, and it was necessary to divide both first and second classes into two sections, which thus occupied all our four lecture rooms. The following table shows the enrolment for the year by sessions and by classes:

ATTENDANCE FOR 1914.

	First Class			Second Class			Totals		
	Men	Women	Totals	Men	Women	Totals	Men	Women	Totals
First Session..	14	21	35	12	65	77	26	86	112
Second Session	31	48	79	11	61	72	42	109	151
Total for year.	45	69	114	23	126	149	68	195	263

During the first session, four students, one first and three second, and during the second session, five students, two first and three second, withdrew without completing the course. One student had already taken the practice work in the course for second class certificates, and was attending the lectures of the first class voluntarily. The remaining 253 candidates obtained certificates on the basis of their practice teaching as follows: First Interim, 99; Second Interim, 135; Third Class, 19. The representative character of the students and their varied academic attainments are shown in the following table:

	Grade XII. or Equivalent	Under- graduates	Graduates	Grade XI. or Equivalent	Matriculation	Totals
Alberta	72	3	2	61		138
Saskatchewan	1			4		5
Manitoba	1		1	1		3
Ontario	2	4	12	31		49
Quebec			1			1
New Brunswick				8		8
Nova Scotia	2		4	15		21
Prince Edward Island				10		10
British Columbia				1		1
United Kingdom	2	2	1		8	13
United States			4		10	14
	80	9	25	131	18	263

Besides the above 253 who qualified for interim or for temporary certificates, six candidates who had failed to qualify in previous sessions repeated their practice course. Thus the total number of practice lessons taught during the year, at an average of eight lessons per student, was 2,072. This number means very little except to those in a position to realize the immense burden thereby imposed on the practice school, and yet it is far too few when we consider the diverse qualifications of the candidates, the meagre experience of most of them, and the varied conditions under which those who are experienced in teaching have been working. Moreover, quite a number enter on qualifications by no means recent, and antedating months and often years of work along wholly different lines. It is also to be noted that all this practice teaching is done in the class rooms of a graded city school. The obvious conclusions, then, lead us to urge once more the necessity of lengthening the course



AMPHITHEATRE, LECTURE ROOM, CAMROSE NORMAL SCHOOL.

at the earliest possible date, and also of establishing one or more model ungraded schools within easy reach of the Normal School, schools taught by teachers trained in the Alberta system and recognized as normal practice teachers on the same basis as those already thus employed. Such schools should also have ample gardening space, as it is not easy to get ground for this purpose on or near the present Normal School site.

A longer session would also enable the normal schools to deal more effectively with the academic or nonprofessional side of the teacher's equipment. While this is not strictly the work of the training school, yet many of our students, having spent several years in High School and College, or in wholly nonscholastic occupation, since they were last engaged in the study of the Public School subjects they will be called upon to teach, are inevitably unfamiliar with much of this work. They often imagine that a few months training in method will serve; as far as the

Normal School is concerned, while the deficiencies in regard to subject matter may be made up later as occasion demands. Not only, however, will no amount of training in method make up for ignorance of subject matter, but it is necessary continually to insist on the fact that the two aspects of the lesson are inseparable. Method can be intelligently appropriated only in the light of the material to be taught. The method is involved in the material; that is, if the latter is treated as it should be, not merely as a body of facts, but as a development of the pupil's experience. Obviously, then, much so-called nonprofessional work has to be done in the normal school and this cannot receive adequate attention in a four months' course. Even high school graduates seem to require training in the art of study and in the preparation of outlines of, say, a month's or a term's work. Such training would do very much towards remedying a very prevalent lack of enterprise and inventiveness in



CLASS IN ELEMENTARY MANUAL TRAINING,
CAMROSE NORMAL SCHOOL

arranging plans of lessons. There is no need of waiting until students come to the Normal School to give such training. This has been urged in a previous report. Properly supervised study periods, also, might profitably take the place of many recitations, both in the elementary and High Schools.

With all the above strictures, we may yet say with confidence that the teachers trained in the Alberta Normal Schools are men and women of the most wholesome type. Their industry and zeal, their hearty and amiable co-operation among themselves and their moral character are admirable, as compared with any such body of students to be found anywhere, and it is in the confidence of such assertions that we dare to urge what may appear to be counsels of perfection in a new and yet undeveloped province. On less worthy material, more intensive effort might be wasted.

To speak a further word on the disadvantages under which many students labour, in history and science particularly, there is no doubt that occasional conferences between Normal and High School specialists would serve a very useful purpose. Their points of view are not necessarily so very different, but they are working with the same students in turn from different ends of the work without much acquaintance with each other's efforts. Such conferences could be easily arranged at the meetings of the Alberta Educational Association.

A special short course for British certificated teachers was held again this year from January 5th to February 5th. Inspector J. C. Butchart, B.A., of Vegreville, assisted in this course. Four men and twelve women were enrolled in this class. Most of these had had some experience in Alberta and nearly all were specialists in one or more branches.

In November we had the pleasure of a visit from Principal W. J. Elliott, B.S.A., of The School of Agriculture, Olds, who spoke concisely and instructively on the aims of these schools of Agriculture, and of the service in extending their usefulness that Normal School graduates might perform while at work in their school districts. It would be ideal to have such a school in close touch with the Normal School, and increased facilities for training such as is here given, is one of the extensions we look forward to in an eight months' course. The hearty desire of the Schools of Agriculture to co-operate was shown in the appreciative welcome given to members of the Normal School staffs who took part in the special classes for instructors held at the Olds School of Agriculture in September.

In March of this year the staffs of the Calgary and Camrose Normal Schools, after several joint sessions and much individual work, completed their preparation of the manual for grades I and II of the Public School. The manual was given to the printer in June, and was printed and issued by the department in time for the opening of the fall session. Most of the students bought copies for their own use, and the work of the session was in this way much facilitated. The primary manual should be a great help to all teachers, whether in town or country schools, if used intelligently along with the course of studies.

Besides the instructors' classes at Olds, already referred to, in which the principal took part, members of the staff assisted also at local conventions in October, as follows: Mr. Roberts at Medicine Hat, and Messrs. Roberts, Hutton and Hutchinson at Calgary.

Several members of the staff also spent from one to two weeks after the close of the first session, visiting rural schools in company with the inspectors. Miss Fisher visited schools in the Edmonton inspectorate with Mr. Fife; Mr. Roberts in the Medicine Hat inspectorate with Mr. Gorman, and Mr. Hutton in the Calgary inspectorate with Mr. Smith. These visits serve to give the Normal staff a better acquaintance with rural school conditions and point out to them in many cases what features in the work of the Normal School should receive chief emphasis, and also give us some idea of how our graduates are succeeding in their attempts to carry out the Normal School principles of teaching. Naturally we find comparatively few of our former students in the course of a day's visits, but this number is steadily increasing, and so far as members of the staff are able from year to year to make such visits, they will be enabled more and more to judge of the effectiveness of the training course.

By an arrangement made between the department, as represented by Chief Inspector Ross, and the Calgary School Board, four rooms in the Connaught School, Calgary, comprising grades I, II, III and IV were put at our disposal for the first session as an extension of the practice facilities. The distance between the two schools was something of an inconvenience, but the hearty and competent assistance given by the teachers in this school, namely, Miss M. J. Campbell, Grade VII; Miss A. E. Bruce, Grade IV; Miss J. McColl, Grade II; and Miss M. R. Willets, Grade I; made this enlargement of our opportunities for observance and practice of very great value. Our high appreciation is due the Calgary School Board for the readiness with which they entertained the proposal, as well as for the willingness of the superintendent, at all times, to allow our students to visit class rooms in all parts of the city.

At the close of the first session a more lasting arrangement was made, giving us the control of the four-roomed school at Sunnyside as



WAINWRIGHT COTTAGE SCHOOL

an additional practice school. The following appointments were made to this school by the department: Principal, Miss J. McColl, of the Connaught School, Calgary, grade IV; Miss J. M. Honor, of the Mount Royal School, Calgary, grade III; Miss E. Thompson, one of our own students of the foregoing session, grade II; and Miss May Siegel, of the practice school, grade I. Miss Siegel resigned on December 1st, and was succeeded by Miss Thompson of grade II. During the month of December, Miss Ethel Hanna, of Calgary, substituted in grade II, and at the close of the year, Miss Cora Burling, of Pickering, Ontario, also one of our students, was appointed to grade II, for the coming year.

The following changes took place in the practice staff. Miss B. Henselwood, of grade III, resigned at the close of 1913 and was succeeded by Miss Florence M. Blatchford, B.A., of Centralia, Ontario, who had just completed the course with us; Miss Reynolds, of grade IV, resigned, December 31st, 1913, and was succeeded by Miss Hester Davidson, a former normal student. Miss Davidson resigned on March 6th, and was succeeded by Miss Mary McEachern, of the Macauley School, Edmonton,

also one of our graduates; Miss Martin, of grade I, resigned on March 6th, and was succeeded on the 16th of March by Miss May Siegel, of the Parkdale School, Edmonton. On Miss Siegel's taking the Sunnyside School, as already mentioned, Miss Cornelia MacFarlane, B.A., a graduate of the University of Montana, but now a resident of the province, and one of our own students, was appointed to grade 1. All of these teachers, while they have been with us, have shown the utmost willingness not only in the work of assignment and criticism of lessons, but in informal help given to students in spare moments.

Towards the close of the fall session we were favoured by a visit from the Minister of Education, who, in an address to the students, pointed out the gratifying fact that the supply of qualified teachers was now nearly equal to the demand, and that therefore he looked forward to an early possibility of lengthening the normal course.

I beg to express the hope that before long, also, space and equipment for science teaching may be provided, such as will be in keeping with the demands of the work, and the possibilities of doing justice to the work in an eight months' course or of a summer session.

The year on the whole has been a profitable one and we are encouraged by the steady, though not rapid, extension of normal school work, now that the Camrose school is fully under way.

As opportunities for principalships and other posts best suited for men increase, it is to be hoped that provision will be made for a more adequate training of college graduates, not only in the routine work of the elementary grades, but particularly in the advanced work, and in the problems of administration and supervision. It is natural to expect that the higher ranks in educational service in the province will be recruited from such sources, and no steps should be neglected that will encourage men of the right academic standing and educational spirit to seek these positions.

I have the honour to be, Sir,

Your obedient servant,

E. W. COFFIN,
Principal.

REPORT OF DR. JAMES C. MILLER,

ACTING PRINCIPAL, NORMAL SCHOOL, CAMROSE.

(Jan. 1st to Aug. 22nd 1914.)

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—The services of Mr. G. F. McNally, M.A., who had been appointed to succeed me as Principal of the Normal School at Camrose, not being available until Aug. 22nd, I continued to act as principal until that time in accordance with your directions.

During the first session of the Normal School for the year two courses were given, one a five weeks' course for teachers from the United States, and the other the regular four months' course for those who

wished to qualify for the second class interim certificate. Details regarding the work of the term will be found in the annual report of the Normal School as submitted by Principal McNally.

During the term it was necessary for me to carry on my usual duties as principal and as lecturer in the history of education, educational psychology, school organization and in the school law and regulations. On the occasions when my duties as Provincial Director of Technical Education made my absence from Camrose imperative, Mr. John R. Tuck, M.A., Instructor in Science and Mathematics, took charge of the school. The work of the term was completed satisfactorily from both the theoretical and the practical standpoint. Special acknowledgement is due the staff of the Normal and Practice School for the splendid way in which they entered into their work and maintained the standards of efficiency already established for this school.



SEWING CLASS, CAMROSE NORMAL SCHOOL

During the months of May, June and July it was necessary to attend to the business matters and correspondence relating to the Normal School. As Principal McNally could not get back from New York until Aug. 22nd, and the second session of the Normal School for the year opened on August 20th, I, in accordance with your directions, remained on duty as Acting Principal, and made the necessary arrangements for beginning the work of the second term. The students were enrolled and arrangements were made for their accommodation in the homes of the citizens. The programme for the first six weeks was arranged and the duties of the members of the staff determined. The students were examined by the Medical Supervisor and measured for their gymnasium suits. These preliminaries having received attention it was my pleasure to hand over the keys of the institution to Principal McNally.

It was with many regrets that I withdrew from the Normal School at Camrose. The splendid public spirit of the citizens who were always ready to consider all questions of mutual concern in a generous and

broad-minded way and to do everything in their power to further the interests of the schools, made life pleasant for both the teachers and the students. The courtesy, general attitude and the actions of the school board were especially appreciated. To the members of the staffs of the Practice and Normal Schools for their conscientious, painstaking and effective work and for the whole-hearted way in which they all pulled together for the success of the school, too much credit cannot be given. Now that the institution is housed in the splendid building recently completed, I feel confident, sir, that it will be a credit to the province and an excellent agency for the training of teachers.

I have the honour to be, Sir,

Your obedient servant,

JAMES C. MILLER,
Acting Principal.

REPORT OF G. FRED McNALLY, M.A.

PRINCIPAL, NORMAL SCHOOL, CAMROSE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the third annual report of the Normal School at Camrose.

In December, 1913, Dr. James Collins Miller, Principal of the Camrose Normal School, was appointed to the position of Director of Technical Education for the Province. Since the new principal was unable to assume his duties till the opening of the fall term, Dr. Miller



CLASS IN COOKING, CAMROSE NORMAL SCHOOL

continued as Acting Principal until the latter part of August. The excellent organization, the careful selection of the staff, very much of the planning of the new building and the exceedingly cordial relations which exist between the town authorities and the school must be credited to him. His departure from Camrose was regretted by school officials and citizens alike.

The attendance of students was considerably larger during this year than ever before. In fact the capacity of the temporary quarters in the High School building was taxed to the utmost. The following statement gives a record of the two classes in some detail:

SECOND CLASS.

SESSION		Men	Women	Total
First Session		11	31	42
Second Session		9	43	52
		20	74	94

	First Class or Grade XII	Under- graduates	Second Class or Grade XI	Matricu- lation	Total
Alberta	1	.....	50	.....	51
Saskatchewan			2	.....	2
Manitoba			1	.....	1
British Columbia				1	1
Ontario		1	17	.....	18
Quebec		1	.....	.....	1
New Brunswick			1	.....	1
Nova Scotia			5	.....	5
British				3	3
American		1	10	.....	11
	1	3	86	4	94

Of these students, ninety were recommended for interim second-class certificates, and two for third class. Two students, because of ill health, were compelled to withdraw from the institution and so failed to complete the course.

In accordance with your directions a special course, beginning January 5th and lasting for a period of five weeks, was organized for those teachers from the United States who desired to teach in Alberta. In order to be admitted to the course the teacher was required to hold a certificate of graduation from a four year High School course and a state Normal School certificate from his home state. The course as organized was designed to supplement their training in such a way as to prepare them to do satisfactory work in the schools of Alberta.

The greatest need of the students being that of securing a knowledge of British and Canadian history, constitutional history, civics and geography. Courses in these subjects were provided and to them most of the time was given. The students were required to pass a written examination on these subjects at the close of the course.

Courses of lectures and demonstrations were given by each of the Normal School specialists to give the students our point of view regarding the subject, the method of teaching it and the proper interpretation of the authorized course of study. Special attention was given to the explanation of Alberta's school law, regulations and conditions generally.

In addition to the above, the students were required to observe and to teach lessons in each of the grades of the Practice Schools in order to familiarize them with our class-room procedure and give the normal staff an opportunity to estimate their teaching ability.

The instruction in the examination subjects was given by Inspector Sansom, of Macleod, who had been sent by the Department to act as special instructor for this class. To Inspector Sansom's conscientious and thorough work and his tactful and effective manner is due in very large measure the success of the course. The attitude of the students was most acceptable, especially in regard to their becoming Canadian citizens and to their duties as teachers of Canadian children.

The enrolment of the class was limited. Seven students attended, five women and two men. All succeeded in passing the examination and the test in teaching.

In January Miss Eliza Moore Burnett joined the staff of the Normal School. Those who are at all familiar with the development of education in Western Canada will know of the contribution which Miss Burnett has already made to it and will appreciate the large measure in which the staff has been strengthened by her return to Normal School work. The courses given by her during the year have been practical, stimulating and very popular with the students.

Many changes took place in the personnel of the staff of the Practice School during the year. At Midsummer, Miss F. I. Fraser, Miss Ormond, Miss F. B. Fraser and Miss Murphy resigned. At the opening of the fall term the vacancies thus created were filled by the appointment of Miss Eva Crofts, of Edson; Miss Elizabeth Sharman, of Lethbridge; Miss Olive Orr, of Calgary; and Miss Margaret R. Logan, of Toronto. These teachers have taken up their work with enthusiasm and have rendered efficient service. In November, Mr. W. H. Edwards resigned to accept a position in Edmonton. R. D. Fleming, a former principal in Camrose, was secured to complete the work of the year. Miss I. W. Currie, of Edmonton, was appointed secretary at the opening of the fall term.

The Physical Training courses in connection with the Strathcona Trust, was conducted as in the past, by Mr. Eric Thorsen. Mr. Thorsen enjoys the distinction of never having had a student who had taken training in his classes, fail to pass the final examinations. As a consequence, all the teachers going out from the school so far have been qualified in physical drill.

Eight students returned to the Camrose Normal School for the month of December to repeat their practice teaching. They were able to satisfy the staff that experience had enabled them to present their work to better advantage and all were recommended for their certificates.

Members of the staff rendered considerable assistance in connection with the usual district conventions. Mr. Pearson was present at the initial meeting of the new Association at Olds; Miss Burnett attended the meeting at Hanna, and Miss Stewart went to Vermilion.

The new building which had been in process of erection during the summer was ready for occupancy about the middle of December. A general description of the building will be found in the last annual report of this school. Some of the special features may be mentioned in this connection, however. The assembly hall is a large room capable of seating 400 persons, well lighted and equipped with a good stage. The floor at the rear is raised and this part is seated with stationary, tablet-arm opera chairs, where the whole student body may be assembled for

lecture purposes. The level part of the floor is seated with moveable opera chairs, in order that this part of the room may be easily cleared for social purposes.

South of the assembly hall is the department of household arts. Here are located a well equipped sewing room, kitchen, pantry, dining room and laundry, with an office for the head of the Department. On the north side is the science department. Modern laboratories for chemistry, physics and biology, with amphitheatre lecture and demonstration room, dark room for photography, office, etc., are located here.

On the second floor is the library, the finest room in the building. It is a splendid room, 40 ft. square, with a ceiling 17 ft. high. Shelving of the finest oak has been placed around the walls. When need arises for additional book space, wooden stacks will be added. The room is equipped with library tables and chairs, giving a reading capacity for approximately one hundred students at one time. A specially designed light for reading tables has been installed.



ART CLASS, CAMROSE NORMAL SCHOOL

Opposite the library on the mezzanine floor, are three rest rooms, furnished with comfortable easy chairs and leather couches. These are for the use of the teachers of the Practice school and the teachers in training.

The department of manual arts occupies two rooms on the second floor and two in the basement. The art and elementary manual training rooms are just north of the library, while the wood and metal shops are located immediately beneath them in the basement.

Opposite the main entrance on the first floor is the entrance to the primary department. Here the primary specialist has a large room equipped with various kindergarten and primary devices which is used for demonstration. This room opens into primary class rooms on either side and affords a splendid opportunity for the combined classes to meet and entertain each other or have special exercises. It has a private exit

to a private playground for the little folks at the rear of the building. Normal School lecture rooms and practice school classrooms occupy the remainder of the space on the first and second floors.

Practically all the furniture throughout the building is moveable. This applies to the seating in both the Normal and Practice Schools. The flexibility of arrangements thus made possible, is likely to increase the efficiency of the work very materially.

The building is substantial and plain. Not a dollar's worth of expenditure has been permitted for show only. Efficiency has been the all absorbing thought since the building first took shape in the mind of the man who planned it. As a consequence, there is hardly a square foot of unoccupied space in the building and the various rooms serve the purposes for which they were designed admirably.

The Normal School is located on a hill overlooking the town in the centre of a block of land ten acres in extent. In addition to playgrounds for pupils of the elementary school and teachers in training, there will be room for school gardens, lawns, flower plots and driveways. A play ground for the little children will be reserved at the back and equipped with sand piles and simple playground apparatus. With such opportunities for work and in such surroundings it should be possible to exemplify before students some of the possibilities which every rural school offers to the energetic faithful teacher.

I have the honour to be, Sir,

Your obedient servant,

G. FRED McNALLY.

TECHNICAL EDUCATION.

REPORT OF DR. JAMES C. MILLER,

PROVINCIAL DIRECTOR OF TECHNICAL EDUCATION.

HON. JOHN R. BOYLE, ESQ., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I beg herewith to submit for your consideration, the first annual report of the Technical Education Branch of the Department of Education.

INTRODUCTORY STATEMENT.

At the beginning of the year the government decided to take the initial steps leading to the development of a general provincial policy regarding technical education. A provincial director of technical education was appointed. While it has been found necessary to utilize his services as Acting Principal of the Normal School at Camrose until August 22nd, as Director of the Summer School for Teachers and School Inspectors, at the Provincial University, from July 6th to August 8th, and as Director of the Special Professional Course for the Staffs of the Provincial Schools of Agriculture, from September 1st to September 30th, it has been found possible to make considerable progress in the development of a policy regarding technical education.

In its essential features the policy involves :—

A. The Public and High School Grades :

- (1) The modification of the course of study for the public school grades, especially the upper grades, in such a way as to give an opportunity to (a) the boys in rural, village and urban schools to receive instructions in manual training, woodwork and mechanical drawing (b) the girls in rural, village and urban schools, to receive instructions in sewing, cooking and the elements of housekeeping, sanitation and nursing (c) to both the boys and the girls in rural, village, and urban schools, to receive more adequate instruction in art, music and physical culture.
- (2) The strengthening of the course and the quality of the instruction in elementary science, agriculture and gardening for grades VII and VIII of the Public School.
- (3) The modification of the course of study for the high school grades in such a way as to give a better balanced course for all students. This necessitates provisions for instruction in the manual and the household arts in music and in the fine arts, of secondary grade in the High Schools. These courses should receive due credit in connection with the requirements for admission to the Normal Schools and to the Provincial University.
- (4) The introduction of a course in Agriculture in the work for the grade XI of the High School, especially for those who desire admission to the Normal Schools.
- (5) The strengthening of the instruction in both science and agriculture in the smaller High Schools where the equipment is usually inadequate and the instructors rarely qualified science specialists.

B. The Training of Teachers :

- (1) By providing for adequate instruction in the special subjects in the public and high school grades, the necessary foundation upon which to build a satisfactory Teachers' Training Course will be laid.
- (2) The strengthening of the courses in the special subjects in the Normal Schools must necessarily be a part of the general plan for securing teachers fully qualified to give instructions in these subjects. From this point of view, as well as from many others, there is need for an extension of the period of training required of the candidates for entrance into the teaching profession.
- (3) It is recognized also that it is necessary to provide for the supplementary training of the teachers already in the service in the province in such a way as to qualify them to meet the additional requirements involved in the changes suggested for the curriculum of the Public School.
- (4) The necessity for the supplementary training of those teachers responsible for the instruction in science and agriculture in the High School grades, and especially those who have not specialized in science is fully appreciated.
- (5) There is also a necessity for providing for the training of specialists in physical training, fine art, music, household arts, manual arts, and in the various special subjects involved in pre-vocational, vocational and technical instruction.



BRIDGELAND SCHOOL, CALGARY.

C. Pre-vocational Classes:

Many girls and boys, fourteen years of age or over, who have but a year or two more to spend in school, are now distributed throughout the Public School grades. They are usually spoken of as "over age" pupils. In classes with children much younger than themselves, they are not pushed ahead as rapidly as their maturity would justify. The methods suitable for the younger children in the class are not the most suitable for these older boys and girls. Many of these boys and girls refuse to go to school because if they do go, they will be put in a class with children much younger than themselves.

There is another large group of boys and girls who, while quite able to remain in school for one or more years after having passed the entrance to the High School are not looking forward to either the University or to the Normal School. Their future outlook leads them into the commercial and industrial fields, the skilled trades, the home, and the agricultural pursuits. There is necessity for providing a course of training which will prepare them for their future work as directly and as effectively as the present High School courses prepare students for the Normal Schools and for the Universities.

It is for boys and girls of the classes above referred to that pre-vocational courses are organized. Before proceeding with the organization of pre-vocational classes, it is necessary to take the following steps, if the work is to be developed along right lines and the classes are to render the educational service for which they are designed.

- (1) The making of an age and grade classification of all the children enrolled in the schools, is necessary to discover the educational status of each child and to reveal those who are over age for their grade.
- (2) Having discovered those who are over age for their grade and those who are fourteen years of age and over, it is further necessary to advise with those most immediately concerned—school principal, teacher, parents and child,—regarding the future outlook of the children with a view to determining what educational provision will meet their needs. In other words, it is necessary to make a pre-vocational survey of the children fourteen years and over, who are now in school.
- (3) Unfortunately, the great majority of the girls and boys between the ages of fourteen and eighteen, are not in school. Unfortunately also, the great majority of these young people left school before they completed even the work of grade VII of the Public School. Unable or unwilling to remain in school because of economic necessity, or because they did not find that the work in school appealed to them, they have gone to work, to earn such wages as they can. All too frequently they are engaged in those lines of occupation which leave them at the age of eighteen or twenty, no further ahead, from the standpoint of economic self-dependence, than they were at the age of fifteen or sixteen. Without being qualified for any specific line of work, and being crowded out of their present positions by younger boys and girls willing to work for a wage insufficient

to maintain a mature person, who is wholly dependent upon his or her own resources, these young people form the recruiting ground for the ranks of the unskilled and the inefficient.

Any adequate scheme for providing a system of pre-vocational and vocational education calls for an educational survey regarding the boys and girls between the ages of fourteen and eighteen who are not in school with a view to discovering their educational needs in the light of their future vocation and the requirements for good citizenship. Not until such information is available can we know how best to proceed in our efforts to provide the educational opportunities needed by these young people.

- (4) Having secured such definite knowledge regarding the boys and girls between the ages of fourteen and eighteen years, both in and out of school, it becomes necessary for those responsible for the educational service to have a definite and organized knowledge of the activities of the community in all their aspects and in their local, provincial and national scope, in order that they may be able to do the work that should be done in the field of vocational guidance.

Vocational guidance applies to those who are to enter the professions quite as much as to those who enter the fields of industry, commerce, the skilled trades or agriculture. The essential principle involved is, that, knowing the students with their varied capabilities and their peculiar special abilities on the one hand, the conditions prevailing and the opportunities offered in the various fields of activity into which they must enter on the other, the student may then be guided into the field which promises most to him in the way of personal happiness and success, and for society in the contribution to its welfare which he may be able to make because of his special gifts.

D. Vocational Classes :

- (1) The development of the pre-vocational classes will lead directly to definitely organized vocational classes, for those who can remain in school, after having discovered their particular bent or inclination in the pre-vocational courses. It is frequently found that the two year pre-vocational course, followed by a one or two year vocational course, is the best provision in the way of secondary education, for those boys and girls who are not taking advantage of the High School courses now provided.
- (2) The vocational classes, however, are designed to provide also for the educational needs of those already engaged in commerce, industry, the skilled trades and crafts, the home and in agriculture. This involves the organization of part-time day classes, special short courses and night classes in connection with the vocational schools.

E. Night Class Instruction :

- (1) For those who need instruction in the subjects of the public and high school course of study, but who cannot attend school during the day time.
- (2) For instruction in English and civics, for the non-English-speaking members of the community, to assist in (a) eliminating

the language barrier, which separates them from their fellow citizens, and interferes with their economic efficiency; (b) developing on their part a knowledge and appreciation of our methods of government and our ideals of citizenship.

- (3) For instruction in pre-vocational, vocational and technical subjects for those unable to take advantage of the classes in such subjects as may be provided for in the daytime.

F. Higher Technical Instructions :

- (1) To complete any satisfactory plan for the development of technical education and, indeed, to secure successful instruction of secondary grade in this field, it will be necessary to consider steps whereby an Institute of Technology and Art may be established and maintained in the province. The cost of such an institution is relatively much greater than that of one



OFFICE CORNER, DEMONSTRATION ROOM, PRIMARY DEPARTMENT,
CAMROSE NORMAL SCHOOL

devoting its whole attention to academic work. If located in the largest industrial center of the province such an institution could render the most extensive local service and at the same time could be organized in such a way as to serve Provincial needs in so far as higher technical instruction is concerned. This would involve co-operation between the local community and the provincial government. If the recommendations of the Royal Commission dealing with the Calgary College problem are accepted and acted upon, the Institute of Technology and Art which the Commission suggests could be so organized as to render this double service in an admirable way.

Such an institution would provide the leaders in the field of technical education, the specialists in the technical subjects and the necessary technical instruction in advance of that usually assigned to the pre-vocational and vocational schools. The

responsibility for developing a system of instruction in technical subjects by correspondence and short lecture courses for those centers where the number desiring such instruction is not sufficient to make it possible to have a local instructor, should be placed with such an institution. The services which such an institution could render in Western Canada would not be limited to the Province of Alberta, as at the present time there is no institution of the kind west of Toronto.

G. Organization, Inspection and Supervision:

- (1) The appointment of a Provincial Director of Technical Education to have general supervision over, and direction of, technical education throughout the Province, was necessarily the initial step in organizing the new branch of the department.
- (2) The appointment of assistants in the technical branch of the Department of Education, as soon as the funds available make it possible to do so must follow if the work is to be developed and successfully administered. The assistants most urgently needed are: (a) A supervisor of the classes in coal mining; (b) A supervisor of agriculture and gardening for the Public and High Schools; (c) A supervisor of manual arts; (d) A supervisor of household arts.
- (3) As it is good educational policy to develop educational leaders who have the necessary grasp of the problems of education to lead and direct the activities of the schools in all phases of work, the policy of supplementing the training of the school inspectors to an extent sufficient to enable them to properly supervise the instruction in agriculture, gardening, manual and household arts, in rural and village schools, has been adopted. If this responsibility is placed upon the inspectors in addition to their present manifold duties, it will be necessary to appoint a considerable number of new inspectors. It is practically impossible for them to carry out their present duties satisfactorily and to assume these new responsibilities, if the number of teachers per inspectors is not greatly reduced.

PROGRESS.

May I now direct your attention to the progress that has been made. As the Technical Branch of the Department is in the process of organization, I have deemed it wise to give, very briefly, a resume of the developments in the various aspects of the work up to the end of 1914.

A

PUBLIC AND HIGH SCHOOLS.

- (1) Instruction in manual training, woodwork and mechanical drawing are provided for, as optional subjects, in the course of study for the Public Schools. This instruction is actually being given in Medicine Hat, Lethbridge, Edmonton, Calgary and Raymond. In many of our rural and village schools and in the majority of our town and city schools, the teachers of the lower grades are given some instruction in elementary manual training. A special government grant has been

authorized to aid rural, village, town and city schools in making provisions for such instruction. (*See* Technical Education Bulletin, No. 1, Section II.)

(2) Instruction in household arts involving the elements of sewing, cooking, housekeeping, sanitation and nursing, is provided for on the course of study for the upper grades of the Public School. This instruction is being given in the cities of Medicine Hat, Lethbridge, Edmonton and Calgary, and also by special arrangement, in the town of Raymond. A special government grant has been authorized to aid rural, village, town and city schools in making provision for such instruction. (*See* Technical Education Bulletin, No. 1, Section III.)

(3) Instruction in art, in music and in physical training is provided for in the course of study for the Public School. In order to encourage the development of instruction in these subjects, the special teachers and



EDMONTON TECHNICAL SCHOOL.—IRONWORKING.

supervisors are now recognized as regular school teachers for school grant purposes. (*See* Technical Education Bulletin, No. 1, Section 6.)

(4) The question of providing a place for instruction in the manual and the household arts on the High School course of study is now under consideration, with the view to having the work in these subjects in the High Schools begin in accordance with an organized plan in the autumn of 1915.

(5) The course of study for grade VII and VIII of the Public School already calls for instruction in elementary science, agriculture and gardening. Candidates for graduation from grade VIII are required to pass a written examination in agriculture. Steps are being taken to secure a suitable text-book, to restate the course of study in order to bring it into proper relation with the authorized text-book, and to prepare a special bulletin giving helpful suggestions to both inspectors and teachers regarding the work in tree-planting, gardening and agriculture. A special government grant has been authorized to assist the trustees

and encourage the teachers in the development of this instruction in the rural, village, and town schools. (*See* Technical Education Bulletin, No. 1, Section ...)

(6) A course in agriculture has been incorporated in the required course of study in grade XI of the High School. Owing to the fact that it was impossible to secure a suitable text-book, a special outline of the course was prepared and distributed in time for the opening of school in the autumn. Before this work can be placed on a satisfactory basis, it will be necessary, among other things, to take steps to secure a suitable text-book. A special government grant has been authorized to aid the trustees and encourage the teachers to develop the instruction, not only in agriculture, but also in the science courses, of grades IX, X and XI of the High School. (*See* Technical Education Bulletin, No. 1, Section I.)

B

THE TRAINING OF TEACHERS.

(1) The extent to which the students entering the Normal Schools have been trained in the special subjects, varies greatly. Many of those from the eastern provinces and from Great Britain and Ireland, already possess special qualifications in such subjects as drawing, music and physical training. A considerable number have had some training in the manual and household arts. This is true also of the teachers coming from the United States. The graduates of our own High Schools, however, have in very few cases, received adequate instruction in the special subjects before entering the Normal School. The plan to have the work in the special subjects developed in both the Public and High School grades is fundamental, if we are to expect our Alberta students to enter our Normal Schools on an equal footing with those students coming from outside of the province.

(2) The extent to which provision is made for instruction in special subjects in the Normal School course and the necessary extension of such provision is indicated in the report on "The Special Subjects in the Normal Schools."

(3) The only provision thus far made for the supplementary training of the teachers already in active service, is the organization of the Summer School for Teachers, which has been in operation for two successive summers. Full particulars regarding the purpose of the summer school, the courses of instruction, and what has been accomplished, will be found in the special report on the "Summer School for Teachers."

(4) The development of the general provincial policy for Technical Education in 1914, will make it necessary to enlarge the scope of the summer school. The re-organization necessary for the summer school in 1915, will involve the following:

- (a) A provision for a course in agriculture, for the science specialists, who are responsible for the teaching of agriculture in grade XI, in the High Schools; (b) Provision for a course involving two summers' work for those teachers giving instruction in village and town districts, in the subjects of science and agriculture, in the high school grades. The majority of such teachers are not science specialists, yet they have to take the responsibility of teaching the science and agriculture in their schools. The first summer should be devoted to methods of teaching the

agriculture of grade XI, and the zoology and botany of grades IX and X of the High School. The second summer should be devoted to the consideration of methods of teaching the physics and chemistry of the High School course, and further preparation for the teaching of the agriculture for grade XI.

(5) It will be necessary to arrange the courses in the special subjects at the summer school in such a way that a teacher desiring to do so, may spend all of his or her time for two successive summers in one field of work with a view to qualifying for the elementary certificates in the special subjects. (*See* Technical Education Bulletin, No. 1—"Certification of Teachers.")

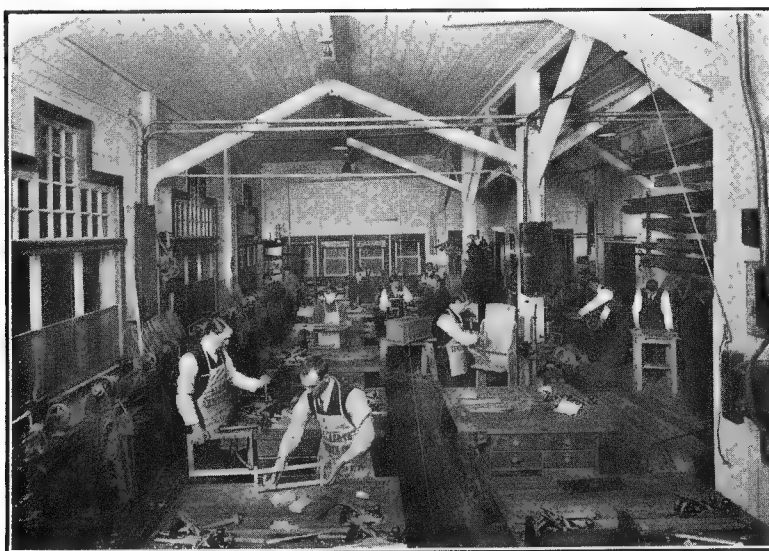
(6) As yet no provision has been made for the training of specialists in the province. Up to the present, the need for specialists has been provided for by recognizing those from outside the province, who possess the necessary qualification and desire to teach in Alberta. The organization of the suggested Institute of Technology and Art will be necessary before adequate provision can be made for the training of specialists in the technical and special subjects.

(7) By special arrangement between the Departments of Agriculture and Education, provision was made for a special professional course, for the members of the staffs of the Provincial Schools of Agriculture, during the month of September. The purpose for which this course was offered and the results accomplished are given in detail in the special report on "Special Professional Course for Specialists on Staffs of Provincial Schools of Agriculture."

C

PRE-VOCATIONAL CLASSES.

(1) An age and grade census of all the children enrolled in the schools of Lethbridge and of Calgary, was made during the year, the results of which will not be available for the purposes of this report until the year 1915.



EDMONTON TECHNICAL SCHOOL.—WOODWORKING.

(2) The pre-vocational survey of all the boys and girls twelve years of age and over, enrolled in the schools of Lethbridge was made during the year and the information thus secured was used as a basis in planning the pre-vocational course to be offered in January, 1915. An enrolment of over forty was assured for this course before the end of the year 1914.

(3) Pre-vocational classes have been in operation in both Calgary and Edmonton since the autumn of 1913. In the autumn of 1914 the increased enrolment in these classes in both of these cities shows quite clearly that there is a large demand for this type of school work. The fact that in each city the courses are offered at one center only, makes it impossible for many to take advantage of the courses, who would otherwise be able to do so. A considerable extension in the development of pre-vocational classes should take place in the autumn of 1915.

(4) A special government grant has been authorized to assist the local school districts to provide for pre-vocational courses. (*See Technical Education, Bulletin No. 1, Section V.*)

D

VOCATIONAL SCHOOLS.

(1) The organization of the Provincial Normal Schools was the first step taken by the province in providing schools of this type. The necessity for trained teachers made such provision imperative.

(2) The second step taken by the province in the development of vocational schools was the organization of three Provincial Schools of Agriculture, under the direction of the Minister of Agriculture and the Board of Agricultural Education. These schools are proving to be decidedly successful and are rendering invaluable service to the interests of agriculture and the life in the rural communities in the Province. Very few of the students in attendance would be at a school of any kind if the agricultural schools were not in existence. The courses offered are designed primarily as vocational courses for those who are engaged or intend to be engaged in the work of the home and the farm. The completion of two courses of five months are required of all the students who desire to enter the Faculty of Agriculture, at the Provincial University to qualify for the degree of Bachelor of Science and Agriculture. Additional schools of this type are needed to meet the needs of the Province. Further co-operation between the Department of Education and the Department of Agriculture will be necessary if a permanent supply of students for these schools is to be assured. Being institutions somewhat new in type, the questions of instruction, courses of study, general and internal organization and management offer problems of peculiar interest and difficulty. The discussion of these, however, lies beyond the field of my responsibilities.

(3) The organization of a two-year commercial course offered in connection with the regular High Schools was the first step in providing vocational education to meet the special needs of urban communities. This course is now being offered in the cities of Lethbridge, Medicine Hat, Calgary and Edmonton.

(4) The expansion of the pre-vocational courses already organized is leading directly to the development of vocational courses. In the Technical School in Edmonton some of the day-class work, particularly that for part-time students, may properly be classified as vocational.

Much of the night class instruction offered in the cities and mining centers is distinctly vocational.

(5) A special government grant has been provided to aid the school districts in making provision for classes in vocational work adapted to the needs of their particular district. (*See* Technical Education, Bulletin No. 1, Section V.)

E

NIGHT CLASS INSTRUCTION.

For three years the City of Calgary has maintained a system of night class instruction and for one year the cities of Medicine Hat, Lethbridge and Edmonton have maintained a system of night classes before any definite policy was formulated by the Provincial Government in regard to the matter.

In November of 1914, the general provincial policy for rendering



VICTORIA PREVOCATIONAL SCHOOL, CALGARY
COOKING CLASS

financial aid to the local community for the encouragement of technical education, including night class instruction, was decided. A special government grant was authorized to assist local school districts in maintaining night classes. (*See* Technical Education Bulletin, No. 1, Section IV.)

The Provincial Director of Technical Education conferred with the school officials in the various centers most interested in the development of night classes. As the cities have officials who are able to take the responsibility for the carrying out of the organization in their own community, it was possible for the Provincial Director to devote most of his attention to the smaller communities, especially the mining centers.

Through the co-operation of the local school boards, the mine officials, the miners and the local teachers, classes were organized in the

following centers, with an enrolment at the end of the year as indicated. Edmonton (1200), Calgary (952), Coleman (100), Taber (78), Bellevue (60), Hillcrest (70), Redcliffe (44), Bankhead (42), Frank (40), Coalhurst (37), Canmore (32), Medicine Hat (32), Passburg (20), Drumheller (25), Pcochantas (25), Elcan (21), Clover Hill (16), Hardieville (14), Lovett (12). This makes a total enrolment of 2820, which with the expected increase after the new year, will probably bring the total night class enrolment for the province for the winter of 1914-15 up to 3000. When it is known that in the winter of 1912-13, the total night school enrolment for the Province of Nova Scotia was 2103, and for the Province of Ontario in the same year was 4773, provinces in which this work has been developing for some years—the significance of what has been accomplished in Alberta can be realized more fully.

The response on the part of those who need the instruction, the generous way in which the mine managers and mining engineers undertook to act as instructors and to co-operate in every way they could to make the classes a success, the splendid support given by the school boards and by the principals and teachers of the local schools, has in the great majority of cases, been such as to make it possible to lay a foundation in this work upon which both improvements and extensions can be provided for in the autumn of 1915.

Special acknowledgment is due to Mr. Stirling, Chief Inspector of Mines, Mines Branch of the Department of Public Works, for his assistance in the preparation of the syllabus for the night classes in coal mining. (*See* Technical Education Bulletin, No. 2, "Night Class Instruction in Mining Centers"), and for his generous helpfulness on every occasion when it seemed advisable to act in co-operation with his department.

F

HIGHER TECHNICAL INSTRUCTION.

No special provision has been made as yet for the organization of the suggested Institute of Technology and Art. Some of the most advanced work now being offered in the night schools of Calgary and Edmonton falls properly within the field of higher technical instruction.

G

ORGANIZATION, INSPECTION AND SUPERVISION.

(1) James C. Miller, B.Sc., Ph.D., formerly principal of the Normal School at Camrose, was appointed Provincial Director of Technical Education in January of 1914.

(2) Up to the present the staff provided for the Technical Branch of the Department of Education consists of the director and one stenographer.

(3) In order to make the inspection and supervision of the special subjects in the rural and village schools more helpful and effective, a special course was provided for the school inspectors in the summer of 1914. Details regarding the nature and scope of the work undertaken are given in the report on the "Special Course for School Inspectors."

SPECIAL SUBJECTS IN THE NORMAL SCHOOLS.

In the development of the policy of the Department of Education for the encouragement and improvement of the instruction in the manual and the household arts, the fine arts, and especially in nature study, agriculture and gardening, the initial step was taken in 1907, when provision was made for the teaching of manual training and fine art in the Normal School at Calgary. Instruction in elementary science had been provided at the time the Normal School was first organized. Early in the year 1913 courses in domestic science and domestic art were introduced into the Normal School course, in both Camrose and Calgary. Since that time instruction in agriculture, school gardening, elementary science, domestic science, domestic art, fine art and manual training, has been given in each of the Normal Schools by highly qualified specialists.

The limited time—four months—which the prospective teachers are



PLAYGROUNDS, TECHNICAL SCHOOL, EDMONTON.

required to spend in training makes it impossible to do more than to introduce them to these special subjects and to give them a point of view regarding their place in the education of children. This is especially true of those who have had little if any real training in these subjects before entering Normal School. The regular subjects on the school program must of necessity receive major attention. The lengthening of the period of training, when the available supply of teachers makes such a step possible, will not only greatly increase the effectiveness of the training course as a whole, but will also make it possible to give the students a fair elementary knowledge of the special subjects.

The facilities for providing instruction in these subjects are of great importance, especially when the time limit for work is so restricted. Every minute assigned to the work should count and this is impossible if adequate accommodation and equipment is not provided. In the Normal School at Calgary one room is available for woodwork, one for domestic science, and one for domestic art. The work in elementary

manual training, fine art, agriculture and elementary science must be given in the ordinary lecture rooms used in common by all the instructors. There is no space available in the school grounds for garden purposes.

In the new Normal School at Camrose, ample provision has been made for nearly every phase of Normal School work. For the work in elementary science and agriculture two fully equipped laboratories, an amphitheatre science demonstration room with necessary store room and dark room adjacent, and an office for the science specialist are provided. For the work in household arts, one room is available for domestic science, one for domestic art and one for laundry. There is also a dining room, a supply room and an office for the specialist. For the work in manual training two rooms are provided, one for elementary manual training and one for woodwork. There is also a room specially equipped for instruction in art and mechanical drawing. As the school grounds contain about ten acres, there is sufficient ground available for school garden purposes, if provision is made elsewhere for an athletic field for the Normal students.

The instructors in the special subjects at the Normal Schools are all qualified and experienced specialists in their respective field and are rendering very satisfactory service. The limited time they have with the students and the almost complete absence of the knowledge of the special subjects on the part of the students when they enter the Normal School, makes it particularly trying and difficult to secure real and permanent results. The increase in the enrolment at the Camrose Normal School will make it necessary to provide an assistant in the department of manual arts, as soon as it is possible to do so.

In order that the work in the special subjects may be carried on in such a way as to secure the best results, it will be necessary to provide for the following: (a) Provision for a greenhouse, with the necessary store room and equipment for school garden work should be provided at the Camrose Normal School, in order that the study of plant life and of soils may be carried on in the winter months, when the students are in attendance; (b) In order to give the Calgary Normal School the accommodation and facilities for instruction in science, agriculture and gardening, manual training, art, household arts, primary work and physical training, equal to that provided in the Camrose Normal School, it will be necessary to provide additional accommodation equivalent to ten full sized class rooms and eight smaller rooms for office and other purposes. This is such a serious problem, that it suggests the advisability of considering the question of disposing of the present building in Calgary and of constructing a new Normal School where full provision could be made for all phases of Normal School work, and where ample ground could be secured for the school gardens and greenhouse and for the playground activities of both the Normal students and the children of the Practice School.

SPECIAL COURSE FOR SCHOOL INSPECTORS.

The training in the special subjects which the teachers receive at the Normal School and the Summer School is designed to qualify them to teach the subjects more effectively in their own schools. In order to enable the school inspectors to co-operate with, and advise the teachers and school boards in a helpful way, regarding the development of such instruction, a special course of one month's duration was organized for the inspectors from July 12th to August 8th at the University of Alberta.

Twelve of the inspectors were in attendance. The services of the others were required in connection with the examination of the papers of the students who wrote on the annual departmental examination.

The course for the inspectors involved 36 ninety-minute periods in agriculture and gardening, 20 ninety-minute periods in nature study, 30 sixty-minute periods in physical training, 10 ninety-minute periods in art and 10 ninety-minute periods in manual training. In addition to these courses a seminar was organized for the consideration of problems of school organization, administration, inspection and supervision, from the point of view of the school inspector. The concensus of opinion was that this organized conference was one of the most valuable features of the special course. Much help was received by all, especially by those who were recently appointed to the inspectorial staff. In the conferences, many points came up which were deemed worthy of the attention of the department, so arrangements were made for a special conference with the Chief Inspector of Schools and the Deputy Minister. This conference resulted in a more definite and correct understanding of many points regarding the school laws and regulations. At the close of the special course, the inspectors, by arrangement, presented to you some recommendations regarding ways and means of increasing the efficiency of their service.



EDMONTON INDUSTRIAL ASSOCIATION GIVES SUMMER
SCHOOL TEACHERS AN OUTING

The splendid attitude of the inspectors and their willingness to enter into the work of the courses as real students resulted not only in benefit to themselves, but also in contributing toward the further development of the excellent professional spirit which has already become characteristic of the Summer School.

SUMMER SCHOOL FOR TEACHERS.

Having adopted the policy of encouraging the development of instruction in the so-called special and technical subjects in order that the schools may meet more adequately the educational needs of all the children of the province, the supplementary training of the teachers already

in the service became a matter of immediate concern. To provide this training the organization of a Summer School for Teachers was authorized in the spring of 1913. The first session was held between July 7th and August 8th. Courses of instruction were provided in agriculture, school gardening, nature study, elementary manual training, woodwork art methods, design, drawing and painting, household art, household science and physical training. The responsibility for the organization of the Summer School was placed upon Dr. James C. Miller, at that time Principal of the Provincial Normal School at Camrose.

To the Public School Board of Edmonton and especially to the University of Alberta, the Department of Education is indebted for the necessary accommodation for residence and instruction purposes and for much of the equipment required. In order to give all teachers in the province an equal chance to attend, regardless of where their school might be located, the Department arranged to pay the railway fare of those who attended provided they completed a minimum number of courses to the satisfaction of the department. The total charge for such transportation was greatly reduced owing to the fact that the transportation companies granted a special excursion rate.

The response on the part of the teachers of the province was excellent. One hundred and thirty asked to be admitted but, as the appropriation was insufficient to do more, only eighty were granted admission. The success of the school from the standpoint of numbers, quality of work, and the enthusiasm of the teachers was such as to lead to a decision to make the Summer School for Teachers a permanent feature in the organization provided for the training of teachers.

Although the plans for the session of the Summer School for 1914 provided for the admission of one hundred and fifty-five teachers in addition to the school inspectors, the response of the teachers of the province proved them to be quite inadequate. No less than two hundred and seventy-five teachers applied for admission, thirty-five of whom had attended during the session of 1913.

The courses of instruction were organized so as to provide instruction in each of the subjects in advance of that provided during the session of 1913. This made it possible for those who were able to attend a second summer to continue their studies in the various subjects to an extent sufficient to give them a mastery of the work distinctly superior to that which could be secured in one summer. The following was the program of work for the session:—

AGRICULTURE I.

A.—Plants:

(1) Field Crops—General study of common cereals, grasses and clovers, as related to conditions in Alberta.

(2) Horticulture—Study of common vegetables, annual and perennial garden flowers and small fruits.

(3) School Garden—Preparation, seeding, and care of garden plots. Planning of school gardens to suit the varying conditions of soil, climate and school life in Alberta.

(4) Forestry—Varieties of trees and shrubs adaptable to Alberta conditions—methods of planting and cultivating.

(5) Weeds and Weed Seeds—Identification.

B.—Soils:

(1) Agricultural classification and relationship to each of the factors of moisture, temperature, tillage and fertilization.

- (2) Relationship to various kinds of field and garden crops.
- (3) Laboratory experiments related to above.

C.—Farm Animals and Poultry:

- (1) A brief consideration of dairying and poultry raising to give teachers an appreciation of the importance of these.

AGRICULTURE II.

A.—Plants:

- (1) Field Crops—Varieties—seed germination and selection—seed testing as to purity and vitality.
- (2) Horticulture—Planting and care of ornamental shrubs and borders—bulbs, outdoor planting and indoor forcing—preparation, seeding and care of lawns—building and grafting.



HARVEY SCHOOL, VULCAN

- (3) School Garden—Experimental and demonstration plots, kitchen garden—discussion of types of garden work particularly suitable for upper grades and High Schools.

- (4) Forestry—Continuation of study of topics assigned for Agriculture I—practical work in tree planting, budding and grafting.

- (5) Weeds—Eradication of weeds.

B.—Soils:

- (1) Continued consideration of topics outlined in the elementary course from a more advanced standpoint.

- (2) Special attention given to the methods of cultivation for each of the various kinds of grains, clovers, alfalfas and garden crops.

- (3) Harvesting, storing and disposal of farm products.

- (4) Discussion of special methods of cultivation, such as dry farming and irrigation, relationship of soil to crop rotation.

C.—Farm Animals and Poultry:

Consideration of such topics as feeding and care of dairy cow; production of sanitary milk; milk testing; poultry production; feeding and management.

D.—Ranching:

Cattle, horses, sheep.

NATURE STUDY I.

Discussion on such topics as: Place of Nature Study on the public school course.

Essential characteristics of Nature Study; its relationship to other school work.

Field Trips: Their value, types, how conducted.

Inter-relationships of various forms of life and phenomena.

LABORATORY WORK.

Preparation of such apparatus as: Nets for insects, aquaria, breeding cages, pressing boards, etc.

Observation and investigation work with the above apparatus.

Study of a simple type plant and type animal.

Classification of plants and animals collected.

Pressing and mounting of plants and insects collected.

FIELD WORK.

Types of field work illustrated in practice.

Observation and investigation of the habits of plants and animals of the locality.

Economic relationships as seen in the natural history of the farm, garden and parks.

A study of the life history of some simple forms such as an insect or an amphibian.

Studies in connection with industrial life such as brick making and coal mining.

WRITTEN WORK.

Reports on class work and also on outdoor observations and investigations done as individuals.

Illustration of treatment of subjects in school class, e.g., lessons correlating nature study and literature. Lessons showing how a specific topic should be treated in class.

SUPPLEMENTARY READING.

Read and report on some prescribed book dealing with the Nature Study idea.

NATURE STUDY II.

A continuation of the work done by the first year student. More time and attention given to detailed and specific studies; special problems to be worked out by individual students.

Phases of systematic Botany and Zoology such as can be studied on trips, e.g., plant societies, carnivorous birds, climbing animals, etc.

More specific ecological studies, such as "pond life" or "meadow life."

Some specific problems to be worked out by outdoor observations as well as in the laboratory.

More attention to be given to the life histories of various forms of life.

More attention to be given to the special needs of the different school grades; and different modes of treatment of topics in the different grades, illustrated.

ART METHODS I.

Such mediums as pencil, charcoal, water colors, ink, crayon, paper cutting, and stick printing will be discussed and practice will be given in the working out of problems suitable for the grades below the High School. Special attention will be paid to methods of teaching, and the procuring, preparation and care of materials. Texts—Graphic Drawing Books, I to VIII.

ART METHODS II.

(For students who have completed Art Methods I, or its equivalent.) The making, collecting and organizing of drawing and pictures to illustrate phases of art teaching. Planning of definite lessons and



HARVEY SCHOOL, SHOWING COLLECTION OF HOUSE PLANTS

courses in accordance with the course of study. Special reports on assigned topics. Reference—"Theory and Practice of Teaching Art," by Arthur W. Dow.

DESIGN I.

This course is intended to give an insight into the teaching of design, the appreciation of beauty and an understanding of fundamental principles underlying good arrangement and color harmony. Design will be considered in connection with historic examples, Indian symbols, lettering, the composition of pictures, the decoration of craftwork, and the use of the stencil for decorative purposes. Reference—"Classroom Practice and Design," J. P. Haney.

DRAWING AND PAINTING I.

The aim of this course is to give increased power of drawing and a development of a refined color instinct by means of representation in charcoal, pencil, and watercolors, of still life groups, flowers and landscape. Principles of perspective, nature drawing, and methods of rendering will be studied.

DRAWING AND PAINTING II.

This is an advanced course for those who have completed Drawing and Painting I, or its equivalent. Students will be allowed considerable choice as to mediums used, as pencil, charcoal, watercolor, or pen and ink. Work will be from object, nature, pose, buildings, and landscape. Principles of composition, commercial drawing, and illustration, will be studied.

ELEMENTARY MANUAL TRAINING I.

This course will be devoted to the work of Grades I, II, and III, as outlined in the Programme of Studies for the Alberta Schools.

The accepted method of teaching the work of these grades will be approached from both the practical and theoretical standpoints.

The course will include paper work, cardboard modelling, plasticine modelling, loom weaving, and basketry limited to flat tray with reed and raffia.

ELEMENTARY MANUAL TRAINING II.

In this section the work of Grades IV, V, and VI will be discussed.

Problems in cardboard modelling (making of folios, book backs, trays, blotters, etc.). Plasticine modelling, reed and raffia, basketry, reed basketry will be discussed and examples worked. Industrial methods, history of materials will also form part of the course.

WOODWORK I AND II.

This course will be devoted to study of woods, their uses and simple tool operations. Models will be worked which give training in these operations.

Pupils more advanced will be given the opportunity of doing advanced work.

HOUSEHOLD SCIENCE I.

A.—Cooking:

Previous to each practical lesson on the cooking and serving of foods, talks will be given on the theory of foods—their composition, food value and digestion.

Special attention to methods of correlating with grade work in the school. The course includes such subjects as:—Fruit; cereals; eggs; beverages; batter and dough mixtures; school and picnic lunches; salads; sandwiches; fish; meat (tough and tender); vegetables and cream soups; puddings (hot and cold); custards; jellies and creams; supper dishes; yeast bread and rolls; cake; table setting and serving; balanced menus; formal luncheon.

Discussion of Rural School conditions and possibilities for work in Household Science subjects.

B.—Home Sanitation:

Bacteriology of the household; daily routine of housework; care of kitchen, sink; refrigerator; dining room; hygiene of the bedroom.

Home Nursing—Sick room and patient; disinfectants; emergency aids; demonstration and practice in bandaging; care of wounds and cuts.

HOUSEHOLD ART.

The principles of sewing—Common stitches as applied to simple garment-making and ordinary mending. Practice will be given in making problems suitable for grades in the urban and rural schools; study and discussion of textiles. Special attention given to methods of teaching; planning courses. References—Goodwin and Hapgood's courses in sewing.

PHYSICAL TRAINING I.

By arrangements with the Strathcona Trust and the Department of Militia an opportunity will be given to teachers who may not have already qualified in physical training to take the regular thirty hour course required for the Grade B Certificate.

The organization of the Summer School was again placed in the



VICTORIA PREVOCATIONAL SCHOOL, CALGARY

hands of Dr. Jas. C. Miller, who was assisted by the following staff of highly qualified specialists: Instructor in Agriculture—E. A. Howes, B.S.A., Principal, Agricultural School, Vermilion; Associate Instructor in Agriculture—W. J. Stephens, B.A., B.S.A., Principal, Agricultural School, Claresholm; Assistant Instructor in Agriculture—James C. Hooper, M.A., Instructor in Science, Agriculture School, Claresholm; Lecturer in Animal Husbandry and Dairying—W. J. Elliott, B.S.A., Principal Agricultural School, Olds; Instructor in Nature Study—John P. Tuck, B.S., M.A., Science Master, Normal School, Camrose; Associate Instructor in Nature Study—James A. Fife, B.A., M.Sc., Inspector of Schools, Edmonton; Instructor in Art—Leo E. Pearson, Art Specialist, Normal School, Camrose; Assistant Instructor in Art—Miss B. L. Nimmins, Supervisor of Art, Lethbridge; Instructor in Manual Training—A. E. Hutton, Instructor in Manual Arts, Normal School,

Calgary; Instructor in Household Art—Miss M. A. Stewart, Instructor in Household Arts, Normal School, Camrose; Assistant Instructor in Household Arts—Miss Theodora Job, Supervisor of Household Arts, Medicine Hat; Instructor in Physical Training—Sergeant Brandon.

While the professional improvement of the teachers along definite and specific lines was the primary purpose of the Summer School, it was deemed wise to provide in an organized way for recreation and sociability. Early in the session, the staff gave an official reception for all teachers, on which occasion we were favoured with the presence of the Hon. J. R. Boyle and Mrs. Boyle, as the guests of honour. The social activities of the session were closed by a banquet given by the University for the Summer School. Dr. Tory, President of the University, acted as host. It was a most fitting close to the session and gave an opportunity for the Minister of Education and the President of the University to discuss with the teachers the problem of dealing with the subject of the European War in their schools. On the occasion of the visit of the Duke and Duchess of Connaught and Princess Patricia to Edmonton, a call at the University was included in their programme. It was a privilege and delight for the students to be honored by their visit. When they arrived at the University the students were at work on their garden plots. The Royal Party was much interested and the Duke kindly consented to address the students.

The week-end excursions have become a regular feature of the Summer School. A trip up the North Saskatchewan as far as Big Island in "The City of Edmonton," proved most delightful and the hours spent on the island of special interest to the nature study classes. On another occasion, the Hon. J. R. Boyle and Mrs. Boyle were "At Home" to the Summer School students and staff at their summer cottage overlooking Lake Wabamun. A special train was arranged for and one hundred and fifty took the trip from Edmonton to Wabamun. The generous hospitality of Mr. and Mrs. Boyle on this occasion will long be remembered by all who had the pleasure of enjoying it. The refreshments served, the freedom of the home, and woods and the lake shore, and the privilege of an extended cruise on the lake all contributed towards making a most enjoyable day. In the evening, in accordance with arrangements, dinner was served to all in the pavilion in Wabamun Village, after which the excursion returned to Edmonton, everybody having had a most delightful time. Through the courtesy of the Edmonton Industrial Association, arrangements were made for an automobile tour of the City of Edmonton in order to acquaint the visiting teachers with the size of the city, the general character of its activities and the nature of its special industries.

The educational value of these recreative and social features is worthy of special mention. Many of the teachers who attend have come to Alberta from other provinces, from Great Britain and from the United States. They know few, if any people in Alberta before coming and have little opportunity to meet others in the profession when teaching in the rural and village schools. Attendance at the Summer School gives them an opportunity to gain a circle of personal and professional friends and enables them to come in touch with those responsible for the leadership of the profession in the province. The teachers as a whole, and especially those from rural districts, find the companionship and the opportunities for comparing notes and receiving suggestions most stimulating.

Two hundred and seventy-five teachers applied for admission, but

only one hundred and fifty-five could be admitted, thirty-five of these being teachers who were attending for a second summer.

Out of a total enrolment of two hundred different teachers who have thus far taken advantage of the Summer School, forty-three held first-class certificates, one hundred and fifty-four held second class certificates and three held special certificates. Eighty-seven of the total number were from rural schools, twenty-two from village schools, thirty-three from town schools and fifty-eight from city schools.

In regard to the courses of instruction, one hundred and eighty-four completed the one summer's work in agriculture and gardening and thirty-one completed two summers' work in this subject, eighty-eight completed one summer's work in nature study, and thirteen two summers' work; forty-four completed one summer's work, and eleven two summers' work in art methods; eleven completed one summer's work in design; fifty completed one summer's work, and nine two summers' work in drawing and painting; fifty-eight completed one summer's work and two two summers' work in domestic science; eleven completed one summer's work in domestic art; fifty completed one summer's work and seven two summers' work in elementary manual training; nineteen completed one summer's work and nine two summers' work in woodwork; one hundred and two completed the regular physical training course for the Grade B Certificate provided by the Department of Militia.

The facts revealed in the preceding paragraphs show that while the Summer School is improving the qualifications of the rural and village teachers and proving a source of both personal and professional stimulation to them, it is also meeting to a very considerable degree some of the needs felt by the teachers in the towns and cities. It is pleasing to note the relatively large number of teachers taking the courses in agriculture and gardening. This promises well for the development of instruction in these subjects, not only in the rural but also in the urban districts. It will have been noted that thirty-one teachers have completed the two summers' work in this subject. The improvement made in the other subjects will strengthen the work of all teachers taking the courses and lessen the need for the special instruction given by supervisors on the technical side of the work. Such extension of the professional training of the teachers is imperative if the children of the province are to receive that richness of experience which is their right.

The provisions made in the autumn for the development of a provincial policy for technical education will necessitate a further organization and development of the Summer School for Teachers for 1915 in order to secure from it the service it can render in the furtherance of that policy. The attitude of the teachers and the experience of the past two summers leads to the belief that there will be over three hundred teachers taking advantage of the Summer School in 1915.

SPECIAL PROFESSIONAL COURSE FOR SPECIALISTS ON STAFFS

OF

PROVINCIAL SCHOOLS OF AGRICULTURE.

In accordance with an arrangement between the Minister of Education and the Minister of Agriculture, provision was made for a special professional course for members of the staffs of the Provincial Schools of Agriculture to be given at the School of Agriculture at Olds, from Sept. 1st to Oct. 1st, and the responsibility for organizing the course and

giving the greater part of the instruction was assigned to the Provincial Director of Technical Education.

The following considerations made it somewhat difficult to decide just what to plan for in the course, while, at the same time, they are the main justification for offering the course:



ARBOR DAY AT WAINWRIGHT SCHOOL

(1) The great variation in the scholarship and experience of the student body in the Schools of Agriculture.

(2) The variation in the professional training and teaching experience of the specialists responsible for the instruction in the Schools of Agriculture.

(3) The difficulty of making the most effective selection and organization of subject matter for each of the courses on the curriculum

of the Schools of Agriculture in view of all the limiting conditions such as:

(a) Special Alberta conditions as distinguished from general conditions elsewhere in the field of agriculture and related fields.

(b) Variation in the scholarship and native ability of the students.

(c) The special needs of the students in the light of the conditions and the lines of activity most suitable for their home districts.

(d) The special needs of those students attending for one term only, of those returning for a second year's work but not planning to go on to the Faculty of Agriculture at the Provincial University and of those returning for a second year and planning to enter the Faculty of Agriculture as candidates for the degrees of Bachelor of Science in Agriculture.

(4) The absence of suitable publications dealing with the methods of teaching the subjects of chief concern to the Schools of Agriculture.

During the course we centered our efforts upon the following:

(1) To draw from educational psychology and sociology such ideas and suggestions as would be of direct assistance in solving the problems of instruction, organization and management.

(2) To develop and exemplify principles of general method and management applicable to the special conditions of the Schools of Agriculture.

(3) To present and discuss special methods in the various subjects on the course of study for the Schools of Agriculture.

(4) To have each specialist in the class teach a number of typical lessons in his or her special subject and then to discuss such lessons for the purpose of making explicit the problems of method and assisting the specialists to examine their methods of instruction critically and constructively.

(5) To have the specialists in a given subject from the three schools meet repeatedly as committees to formulate in some detail their plans of work for the various classes for the succeeding year. Consultations as a committee of the whole were held to discover the extent to which the specialists in different subjects could mutually reinforce each other's work and avoid unnecessary or ineffective duplication.

(6) The major part of the work was taken as one group in order that the specialists would gain a fuller knowledge and appreciation of the difficulties to be found and the instruction to be given by each of their colleagues on the staff.

In carrying out the programme outlined I found it necessary to ask for assistance from the following specialists. In each case the special needs of the schools of agriculture were thoroughly discussed with them beforehand and their contribution was planned with these needs in mind. Principal Elliott, of Olds, gave a series of six lectures and demonstrations in special method in animal husbandry; Principal Stephens, of Claresholm, gave a series of six lectures and demonstrations in special method in agricultural chemistry and soil physics; Principal Howes, of Vermilion, gave a series of five lectures on special methods in field husbandry and one on school management and methods in extension work; Mr. Hooper, Science Specialist at the School of Agriculture at Claresholm, gave a series of six lectures and demonstrations on special methods in science with special attention to bacteriology; Dr. E. W. Coffin, Principal of the Normal School, Calgary, gave a series of six lectures on the psychology of adolescence and six on methods in language teaching; Miss D. J. Dickie, M.A., Instructor in English and History in the Normal School

at Camrose, gave a series of four lectures and four illustrative lessons in Literature and three lectures on the history of Western Canada. Miss E. M. Burnett, Instructor in Reading and Expression at the Normal School, Camrose, gave a series of four lectures and four illustrative lessons in reading and vocal expression.

The following specialists were in attendance as students :

- (1) Principal Elliott, of the School of Agriculture of Olds.
- (2) Mr. Grisdale, Instructor in Field Husbandry at Olds.
- (3) Mr. Holeton, Instructor in Farm Mechanics at Olds.
- (4) Miss Goldie, Instructor in Household Arts at Olds.
- (5) Mr. Hopkins, Instructor in Science at Vermilion.
- (6) Mr. Taggart, Instructor in Animal Husbandry at Vermilion.
- (7) Mr. Shanks, Instructor in Farm Mechanics at Vermilion.
- (8) Miss Carlyle, Instructor in Household Arts at Vermilion.
- (9) Mr. Longman, Instructor in Farm Mechanics at Claresholm.
- (10) Miss Hayward, Instructor in Household Arts at Claresholm.
- (11) Dr. Talbot, Veterinary Surgeon, Prov. Dept. of Agriculture.
- (12) Miss Stevens, Organizer of Women's Institutes.

Such success as may have been attained is due to the splendid way in which those in attendance entered into the work and the careful preparation of those responsible for the instruction given. A special word of appreciation is due Principal Elliott for his continuous assistance and support throughout the course and to the principals of the other schools of agriculture and the Normal School specialists for assistance in the offering of instruction.

In one month's time, however, it is scarcely possible to do more than make a good beginning along the lines of effort indicated. After a year's experience on the basis of what has now been done, with both first and second year students in attendance at each of the schools, it would be of the greatest advantage to the specialists and the schools if an opportunity were given for a similar course next summer. The benefits resulting from this second session would be proportionately much greater than those resulting from the first course.

I have the honour to be, Sir,

Your obedient Servant,

JAMES C. MILLER,
Provincial Director of Technical Education.

EDUCATION IN FOREIGN SETTLEMENTS.

REPORT OF ROBERT FLETCHER,

SUPERVISOR OF SCHOOLS AMONG FOREIGNERS

THE HON. J. R. BOYLE, ESQ., K.C., M.P.P.,
Minister of Education,
Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report on affairs in the non-English settlements of the Province for the year 1914.

Implanting the principles of democracy through the agency of our public schools among the non-English settlers of our Province who have been brought up under the influence of autocratic forms of government is a slow but effective process.



ENGLISH-SPEAKING CHILDREN OF NON-ENGLISH PARENTS

Two methods of handling the affairs of school districts in non-English settlements are used. One is a paternal method and the other is a democratic method. Under the paternal method an official trustee is appointed by the department with or without the consent of the ratepayers and he is given the full powers of a school board and its officers. Under the democratic method a board of trustees is elected by the ratepayers in the ordinary way. Quite often the ratepayers of a non-English district petition the department to appoint an official trustee, but sometimes it is necessary for the department to appoint an official trustee without the consent of the ratepayers; for example, when they deliberately refuse to conform with the requirements of The School Ordinance and the Regulations of the Department, or become hopelessly entangled through internal dissensions or allow the district to become seriously embarrassed financially. The paternal method is intended to be used

only temporarily, and school districts are encouraged to manage their own affairs as soon as practicable.

One hundred and ten school districts, the majority of whose rate-payers are Ruthenian, managed their own affairs during the year. Although I have supervision over the boards of trustees in these districts my chief work among them was to see that the schools were manned with qualified teachers. In order to secure an adequate supply I corresponded with teachers attending the eastern universities and the University of Saskatchewan. Besides, I visited the University of Alberta and the Normal Schools at Calgary and Camrose, in search of teachers. The qualified teachers engaged in these different ways were then distributed among the different schools.

I acted as official trustee of twenty-one schools during at least some portion of last year. The administration of some of these districts was taken over by myself during the year, while the management of the affairs of others of them was handed over to local boards of trustees.

Thus, during the year, I handed over the administration of the affairs of the Bukowina school district north of Vegreville, and of the Vladymir and Kolomea school districts near Mundare to local boards of trustees. In 1913 the board of trustees of each of these three districts persisted in retaining the services of an unqualified teacher and refused to accept the services of a qualified teacher; consequently I was appointed official trustee of each of these districts. I immediately placed a qualified teacher in each of the three schools and conducted the affairs of the districts until the ratepayers were disposed to conform with the requirements of The School Ordinance and the Regulations of the Department. Then they were given an opportunity to manage their own affairs and the local board of trustees in each district has performed its duties quite smoothly since.

The ratepayers of Krasne and Nizir school districts, north of Vegreville, and the Chernowci and Toporputs school districts north of Lamont, were also allowed to elect a board of trustees in each district. Some time ago these four districts became seriously embarrassed financially and I was appointed official trustee in order to relieve them of their financial difficulties. As the districts regained a sound financial footing, they were given another chance to manage their own affairs. The local board of trustees in each of these districts has shown more care in the selection of its treasurer, and I believe they will be fairly successful in managing their own affairs in future.

The administration of the affairs of Wostok, Vienna, Ruthenia and Edwand school districts, all north of Lamont, were taken out of the list of those being administered by an official trustee and handed over to local boards of trustees. When these districts were being organized the rate-payers thought it better to have an official trustee until the school building was erected and the school was put in operation and consequently they petitioned the department to have one appointed. I was appointed official trustee in each district. In each the school building was erected and the school put in operation. As the ratepayers of these districts were then quite willing to assume the responsibilities of managing their own affairs, and as other districts were more urgently needing my time and attention, the administration of the affairs of each of these districts was handed over to a local board of trustees.

On the other hand, the board of trustees of the Bruno School District, north of Innisfree, refused to accept the services of a qualified teacher. I warned them that if they persisted in their refusal an official

trustee would be appointed. They still refused and I reported their obstinacy to the department and was at once appointed official trustee. I placed a qualified teacher in charge of the school. The ratepayers sent a representative to the department to protest against my action, but it was sustained.

Trouble had been brewing for some time in the Sniatyn district, north of Lamont. The board of trustees in this district would not take the ratepayers into their confidence and let them know the financial standing of the district. As the taxes were becoming higher each year the ratepayers became suspicious that the financial standing of the district was becoming involved. I had been keeping a close watch on the district for some time, but as the trouble did not reach a critical stage I deemed it unwise to interfere, thinking that the ratepayers might possibly settle it among themselves. However, the trouble grew worse and a complaint was sent to the department. Upon investigation I found that



WOSTOK SCHOOL

the trustee board was only too anxious to hand over the administration of the affairs of the district to me as they were being subjected to severe criticism by the ratepayers of the district. They signed a petition asking the department to appoint an official trustee and I was appointed forthwith. A statement was issued at once regarding the financial standing of the district and this appeared to satisfy the ratepayers.

In the Maybridge school district north of Fort Saskatchewan, the trustee board and a number of the ratepayers were opposed to taxation for school purposes. The district had been recently organized and the school board delayed taking steps to erect a school building and put the school in operation. To overcome this difficulty I was appointed official trustee. After considerable delay caused by the outbreak of the European War, I succeeded, with the assistance of the department, in disposing of the school debentures and all necessary preparations were made for the erection of the school building by the end of the year.

In the management of the affairs of the districts sometimes drastic

measures have to be resorted to. When the teacher in the Bukowina school returned to duties at the beginning of this year, he was assaulted by two men, two women and two grown boys. He identified one of the women who was the ring-leader and criminal proceedings were brought against her. The case came up for trial in the district court at Vegreville and she was sentenced to a fine of two hundred dollars, or, in default of payment, to one month in jail.

In my last year's report I mentioned that proceedings had been instituted against the ex-treasurer of the Bukowina district to recover certain sums of money that had been paid out without legal authority. A writ was issued against him and the case came up for hearing in the district court at Edmonton, and, as official trustee of the district, I obtained judgment for \$98.50 and the costs of the action.

Marked progress has been made in the establishment of school libraries during the year. This is due not only to the reduced cost of library books, but more particularly to the facility with which school boards can now get their orders filled since the department took over the



BOWLING GREEN SCHOOL
MINBURN

supply of library books. Before the department extended its work so as to include this new service it was difficult for school officials to get an order for library books filled in satisfactorily. Even leading stationery houses were unable to fill an order and would sometimes take the liberty to substitute other books for those asked for, consequently the school boards failed to carry out any systematic plan in building up a school library. One feature of the library books, especially adapted to Ruthenian schools, is the fine selection of five cent classics being distributed.

The improvement in school attendance has been quite gratifying. The co-operation between teachers and the department to attain this object is all that could be desired. Many of the teachers entered upon this phase of their work with enthusiasm and went to considerable trouble in finding out the names of children not attending school and it

is not always an easy matter to get this information in non-English communities. The department responded promptly by bringing to justice those parties who neglected sending their children to school after receiving a warning to do so. As a result, there has been an increased and more regular attendance in the schools.

Steps are being taken to enforce the yearly operation of schools in Ruthenian settlements in accordance with Sec. 142 of The School Ordinance. The chief reason given for the non-operation of yearly schools is the difficulty experienced in financing the affairs of the districts, but as these settlers are prospering in their industry of mixed farming, this reason no longer carries weight. Oxen and cayuses in these settlements have almost entirely given way to strong, well-built horses. Larger areas of land are being brought under cultivation year after year, and the numbers of cattle and swine are increasing so rapidly in recent years that the colony is now becoming recognized as one of the leading stock-raising settlements of the province. The winter bogey, too, has almost disappeared. A number of parents claimed it was too cold to send their children to school during the winter months, but this fear has been proved to be more imaginary than real. This problem of the yearly operation of schools is gradually righting itself in some parts of the Ruthenian settlements, but pressure needs to be exerted in other parts of the colony in order that the children of these non-English settlers may be given a good education, and thus become fitted to take their part as future citizens of this province.

A noticeable feature among the Ruthenian settlers is the more prevalent use of the English language. There was a young man travelling through this colony ten years ago who lost himself for over a week. He could not speak the Ruthenian language and he met no person who could direct him in English. This could not happen now as the knowledge and use of English is quite prevalent throughout the colony.

In conclusion I would say that the educational outlook in non-English communities is hopeful. As an increasing number of pupils are entering the advanced grades in the public schools, as a decided improvement in attendance of the pupils is being shown and as the school term in most districts is lengthening, I look forward to much more rapid progress being made in these schools in the near future.

I have the honour to be, Sir,

Your obedient Servant,

ROBERT FLETCHER,
Supervisor of Schools Among Forcigners.

REPORT OF W. A. STICKLE, B.A., VEGREVILLE.

PRINCIPAL, ENGLISH SCHOOL FOR FOREIGNERS, VEGREVILLE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration, the following report on the work of the English School for Foreigners for the year 1914.

The total enrolment for the year was thirty-seven. Of this number, nine had completed the Public School work and had taken some of the High School work in their native land. These students presented a special problem, for, while they knew the elementary theory of such subjects as algebra, geometry, Latin, Greek and German, they knew very little arithmetic, geography, history or science, and were unable to use English text books. It was, therefore, necessary to give them a great



WOSTOK SCHOOL

deal of drill and practice in English to enable them as soon as possible to help themselves by using books. At an early stage, we used the texts in geography and history as readers, thus hastening the work. The younger members of the class made rapid progress, but the older ones had considerable difficulty. All, however, worked faithfully, and by the beginning of February, five were able to undertake the grade X course. One did the work thoroughly and passed the departmental examinations in that grade; one went into a bank to act as interpreter, and has made good; three returned to complete grade X and do grade XI work. Six weaker students attempted the grade IX course. Two covered it and are proceeding with the grade X course; the others left the school for positions of various kinds.

The Public School grades, under the tuition of Mr. J. T. Maloney, did very faithful work. Some of the brighter students in this department did remarkably well, and three of them were given a trial in grade IX during the fall term. One will probably do the work of grades IX and X in the year; another will complete grade IX; the third is slightly beyond his depth.

Of the eighteen students in the Public School department, ten entered for a general course, while eight wished a short course in English. The purely English course is a difficult one to carry on satisfactorily if the teacher has several classes. We learn to use a new language only by using it, and therefore, the work for some time should be entirely oral. When written work begins, the student should not see a word of which he does not know the meaning and the pronunciation. Thus, the student's progress depends largely on the amount of time which the teacher can devote to directing his practice. Best results can be accomplished in classes large enough to give the learners the inspiration of numbers and the spur of emulation, and in which all are of about the same stage of advancement, or, at most, of two grades.

The students were slow in entering at the opening of the school on October 1st, owing to the fact that several had to work at the threshing to get necessary funds. As a result the principal undertook the entire work for some time. When the attendance grew larger, and the number of grades increased, the matron, an experienced Public and High School teacher, taught some of the subjects, pending the arrival of a regular assistant. On November 10th, Mr. J. A. Connelly was appointed Assistant and took charge of the Junior Department for the remainder of the year.

The general outcome of the year's work has been favourable, one feature, in particular, being most gratifying, namely, the more general use of English as the language of conversation among the students. The result of this has been a more rapid advancement in all subjects.

ANALYSIS OF GRADING

	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.
First term	4	1	5	2	2	0	4	0	6	5	0
Second term	1	1	4	1	2	0	0	2	5	1	3

STANDING OF STUDENTS ON ENTERING

Total enrolment	37
Born in foreign countries.....	36
Born in Canada.....	1
In Canada for 10 years.....	8
In Canada for 5 years but less than 10 years.....	8
In Canada less than 5 years.....	21
No previous education	1
Not able to speak or understand English..	9
Some Public School education in Canada.....	9
Some Public School education in native land.....	27
Both Public and High School education in native land.....	9

I have the honour to be, Sir,

Your obedient Servant,

W. A. STICKLE,
Principal.

REPORTS OF INSPECTORS

REPORT OF J. A. FIFE, B.A., M.Sc., EDMONTON.

EDMONTON INSPECTORATE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Edmonton Inspectorate for the year 1914.

At the beginning of the year the boundaries of the inspectorate were the same as for the previous year; but in the month of September it was seen that there were many schools to the north and east of the City of Edmonton which were not likely to be visited by the inspectors in whose districts they were and consequently, thirty-eight of these districts were added to the Edmonton Inspectorate. As at present constituted, it extends from the southern boundary of township 51 on the south-west to almost the northern boundary of township 60 on the north-east. The Saskatchewan River forms its southern and south-eastern boundary except in the neighbourhood of Edmonton, where it crosses the river and includes eight districts south and east of the city. The western and north-western boundary is a zigzag line running in a north-easterly direction from fifteen to twenty-five miles away from the river on its north side.

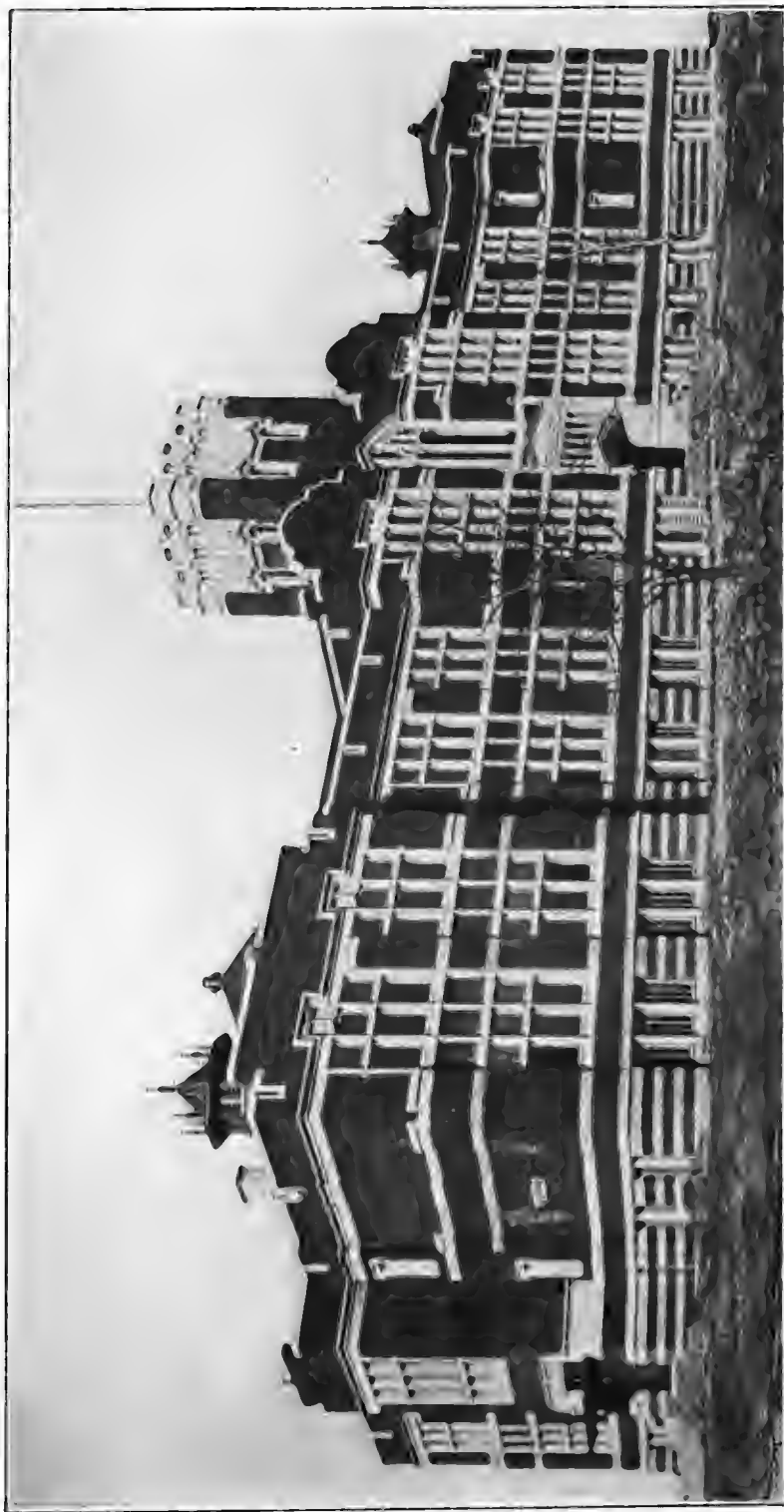
During the year there was a considerable increase of the teaching staff and of the school population of the City of Edmonton, as the following comparative statement will show:

In Dec. 1913 there were 170 public school teachers and 6645 pupils.
In Dec. 1913 there were 36 Separate school teachers and 882 pupils.
In Dec. 1913 there were 18 High School teachers and 453 pupils.
In Dec. 1914 there were 198 Public School teachers and 8187 pupils.
In Dec. 1914 there were 39 Separate School teachers and 955 pupils.
In Dec. 1914 there were 21 High School teachers and 593 pupils.

There are in addition to the above list of teachers 16 supervisors in different departments.

This statement shows an increase for the year of 34 teachers and 1755 pupils.

It might also be of some interest to notice the other schools of the inspectorate in which there is some attempt at grading the pupils into classes under two or more teachers: In the village school in St. Albert there are four teachers in charge of four rooms in which are eight public school grades and at least two High School grades. Calder has a two-roomed school and two teachers in charge of eight grades. East Edmonton School District has a two-roomed school in one part of the district in which there are two teachers and grades from I to VIII, inclusive, and another school at another point in the district with one teacher and most of the grades from I to VIII inclusive. Clover Bar School District has two buildings side by side and two teachers, one taking the lower public school grades and the other the more advanced. Colchester School District has a new two-roomed building with two teachers and the school divided into lower and upper divisions. Turnip



WESTMOUNT SCHOOL, EDMONTON.

Lake has this year added a second school at a considerable distance from the old one, but each school is under a teacher who may have any of the grades from I to VIII.

Besides the above urban and partially graded rural schools, there are in the inspectorate 54 rural one-roomed schools.

As an indication of the growing interest in education in the Inspectorate it is gratifying to note that from the rural districts thirty-two pupils passed the grade VIII Departmental examination in June of this year. Although this is not a very large number of successful candidates, yet there has been a marked increase in the numbers passing during the past three years. Five years ago it was a rare thing to find a school in the rural part of the inspectorate in which there was a grade VIII class preparing for examination. It is also encouraging to observe that a few of the rural districts are attempting a little high school work. This work is burdensome to the teacher and is only done satisfactorily in a few schools, but were it not undertaken in these schools the pupils, in some cases at least, would not have the opportunity of doing High School work at all and their school lives would be cut short. All honour to the teacher who is willing to sacrifice herself in order that a bright pupil who is unable to attend High School may get a little help and encouragement in the studies beyond grade VIII.

The interest in the Technical school work still continues to increase and the building provided for this important branch of school activities is overcrowded. There are at present eight teachers on the day staff of the school and fifteen on the staff for the evening classes. The enrolment for December in the day classes was two hundred and twenty-four and in the evening classes four hundred and twenty-eight. As an evidence of the appreciation by the pupils of the instruction received a good number of those who attended during 1913 have returned this year to continue work of a more advanced character.

Another interesting feature of the City's educational work is the public school night school. The work in this department is carried on at seven different centres distributed over the city. Twenty-three teachers are employed in this work and the enrolment for the months of October, November and December averaged five hundred and ninety-seven. Two courses are given, one specially suited for foreign pupils and consists of speaking, reading, spelling and writing of English, arithmetic and civics. The other course is for English speaking pupils and includes writing, practical grammar, applied to composition, book-keeping, stenography, typewriting, reading, spelling and commercial arithmetic.

Owing to money stringency there has not been a great increase in school building during the year. The city has completed and opened the Henry Allen Gray and John McDougall schools, which were under construction during 1913; but the Highlands and Westmount schools, which were started in the same year, are unfinished. Additions to the Rutherford and North Edmonton schools were undertaken in 1914 but are not yet completed. A few new schools have been built in the rural part of the inspectorate and the plans on which they are built are much superior to those used for the older schools. Care has been exercised to secure better heating, lighting and ventilation. The Hero and Waterbury systems are coming into more general use and they are a great improvement on the stoves formerly used. The cloak room accommodation has also been greatly improved in some of the new schools, open lockers

for dinner pails being provided along the walls. These are inexpensive and convenient and tend to the inculcation of habits of tidiness in the pupils.

There has not been much improvement in the school grounds in the rural districts. Very few boards take any interest in the school surroundings. In a few instances the teacher, especially if she has attended the Summer School, has influenced her board to break up a small garden. This is a decided step in advance and wherever it has been taken it has had a very beneficial effect on the teaching of nature study and agriculture in the school.

The teaching staff of the inspectorate is a strong one. Many of the members are highly qualified and those with good qualifications generally do good work. We have a few more "permit" teachers than we had the previous year, owing to the addition of the outlying rural districts already referred to, and the work of this class of teacher is rarely satisfactory. Several of them visited during the year were not making any attempt to teach the subjects of the Course of Study. Canadian history and geography appear to be "bug-bears" to many of them and they make no attempt to teach them.

The libraries of the rural schools are improving and are generally well used by the pupils, and in many cases by the adults of the districts. The establishment of a Library Branch of the department was a move in the right direction, and so far as I have been able to learn, has been appreciated by boards of trustees.

On October 29th and 30th the Northern Alberta Teachers' Association held a very successful convention in the City of Edmonton. Interesting and instructive papers were given by Mr. F. L. Hill, City Librarian, Mr. Robert K. Gordon of the Provincial University, Mr. W. L. Richardson of the City Technical School, Mr. E. A. Howes of the Vermilion School of Agriculture, and Dr. King of the Robertson College staff. The attendance at the convention was the largest in the history of the Association and the programme was very enjoyable and helpful.

I have the honour to be, Sir,

Your obedient servant,

J. A. FIFE,
Inspector of Schools.

REPORT OF J. A. SMITH, B.A., CALGARY.

CALGARY INSPECTORATE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,
Minister of Education.
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Calgary Inspectorate for the year 1914.

At the beginning of the year there were two hundred and twenty-three graded departments and twenty-nine rural schools in operation in this inspectorate. During the year the number of graded departments increased to two hundred and forty-six and this increase was almost confined to the City of Calgary.

Outside of the city there has been little change in the school population. In Banff and Cochrane the attendance has shown some increase

and in these places an additional room was opened. Only temporary provision for an additional room was made at Cochrane. The trustees in this village are deliberating carefully before taking steps which will involve a large expenditure. The erection of a new building in the village is almost imperative. In the rural districts, with a few exceptions, the year just closed has been marked by improvement in conditions generally. The trustees of some districts in the vicinity of the city have yet not an intelligent attitude toward their schools. These districts have received mention in previous reports. The incentive to good work in these schools has been reduced to a minimum.

During the year, in Calgary, the Sunalta, Bridgeland, North Mount Pleasant and Ogden schools were put in operation. These buildings provide the very best facilities for school work. With the opening of the Balmoral school, which is now nearly completed, the problem of



VICTORIA PREVOCATIONAL SCHOOL, CALGARY
PRINT SHOP

public school accommodation in the city will be fairly well solved. In the construction of these schools an effort was made to provide the very best feature of modern schools, the heating, lighting and ventilating systems being most complete. The city school board for the past few years is to be commended on its progressive policy in meeting the heavy demands for increased school accommodation.

The character of the work done in too many of my rural schools is yet somewhat discouraging, and I am not anticipating much marked improvement until greater permanency in the teaching staffs of the rural schools is secured. My rural territory seems to be a training-ground for those teachers who must obtain a certain experience before they can hope to secure an appointment on the staff of a graded school. The work of the inexperienced teacher in a rural school would be made much more efficient if the teachers in training at the Normal schools could obtain more practical knowledge of conditions similar to those which they must actually face in their first schools. Some arrangement

might be made with a rural district in close proximity to the city so that the teachers while in training could make frequent observation visits to this school and see for themselves the solution of rural school problems which they will have to contend with. One of the most serious problems that confronts a rural school teacher is the construction of a workable time-table. In a school where all grades are represented this task is most bewildering. Many teachers are allowing certain subjects to dominate the time-table and are also giving too little attention to the work of the lower grades. However, I am pleased to state that I met very few rural teachers who did not show a commendable degree of enthusiasm in their work and who are not doing their part in raising the tone of the community in which they labour.

In the city schools and in the graded schools outside of the city, with possibly one exception, the work during the year was of a high standard. These schools are in charge of able principals with a carefully selected staff of assistants. There is a splendid educational spirit



EDMONTON TECHNICAL SCHOOL—LABORATORY

controlling the great majority of these teachers and they have performed creditably their part in increasing educational sentiment.

Of the subjects taught in both rural and graded schools it is my opinion that writing, composition, and nature study require more serious attention. Many teachers know little of nature study and much less of any plan or method of teaching it. The subject in many rooms of the graded schools is almost ignored. With many teachers, writing is not showing much improvement through the system of muscular movement. If this system is to prove successful it must be enforced in the primary grades. In too many cases the whole time given for the teaching of writing is spent in making running ovals, etc., with little or no practice in applying these exercises to actual writing. Practice in writing is too frequently subordinated to drill exercises. Composition is uniformly poor throughout all schools. Too much time is devoted to arithmetic. Problems are given which can never be of any practical value to the child and which should have no place in arith-

metrical training. More time should be given to mental arithmetic in all grades.

Last year saw the opening in Calgary of the first pre-vocational school in Canada. The results of the first year's work in this school amply justified the board in making this very interesting experiment and much credit for the success of the school must be given to Mr. Massey, the principal. There are a great many children in the city who need the appeal of the vocational motive to hold them in school so that they can permanently acquire what the public school should give to every Canadian child. This school has proved its worth in this respect. It is not only changing in a marked degree the attitude of the pupils to their work but it is also arousing more interest on the part of the parents in their children's further training. The courses given do not attempt in the nature of the case to make mechanics or artisans of the children. The training, though not of a trade character, will unquestionably assist the child in his later trade training and should develop a degree of industrial intelligence and adaptability. The course is by no means impoverished for a class of children who wish to go to work when they leave school. The enrolment to date in this school is 128 and this would be greatly increased if accommodation could be provided. Half of the school day is given to industrial work and the other half to the academic grade work. The grade VIII class is covering the complete grade VIII departmental programme.

The trustees of the city are beginning to realize more fully that the investment of any city in public school buildings and equipment can bring the maximum of return only when the buildings are used up to the maximum of their capacity. Through the night class work the board is providing instruction suited to the needs of nearly all of the people of the city. This year 1,156 students took advantage of the different courses in technical night class work and 480 non-English speaking adults were taught to speak, read and write the English language. The value of this instruction cannot be overestimated. To meet a pressing demand for night instruction in those studies regularly offered in the High School, the board made the necessary arrangements and already 45 students are taking advantage of these classes. It seems to be the feeling of the present board that a still wider use of the school plant should be made through the development of "social centre" work.

In my examination of the rural and village schools I have been deeply impressed with the need of much greater attention to the physical welfare of the children. The play activities seemed to be given but little chance for expression and the absence of playground facilities was noticeable. The kind of physical training associated with playground sports organized and supervised by the teacher, is in my opinion, the most desirable. Through Mr. Flood's efforts, physical training will soon be recognized at its full value in the city schools. In addition to his work as supervisor of physical instruction in the schools he has organized a course in physical training for the lady teachers and already 105 of them are taking advantage of his voluntary instruction.

A convention of the High River and Calgary Inspectorates was held in Calgary on October 29th and 30th, with an attendance of 354 teachers. We feel deeply indebted to Dr. Dyde, Dr. Lehmann and Professor Eastman for their instructive and inspirational addresses.

I have the honour to be, Sir,

Your obedient servant,

J. A. SMITH,

Inspector of Schools.

REPORT OF M. O. NELSON, B.A., WETASKIWIN.

WETASKIWIN INSPECTORATE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Wetaskiwin Inspectorate for the year 1914.

The boundaries of this inspectorate remain practically the same as those defined in the 1913 report. The inspectorate now comprises one hundred and fifty-four schools and departments. Six new districts were erected during the year, and new schools, both neat and commodious, have been built in the following rural districts: Pineville, Portobello, Modeste Valley and Willesden Green.

No building operations have been carried on in connection with any of the town schools of this inspectorate in 1914, though present indications point to the early necessity of increased accommodation in Leduc, Ponoka and Wetaskiwin. In Leduc a fine four-roomed brick school was built three years ago at a cost of twenty-five thousand dollars and now another room, and perhaps two, could be filled. An annex to the main building will probably be built in 1915. The busy little town of Ponoka, being the centre of a rich tributary farming country settled by a progressive population, is fast becoming an important educational centre. But a few years ago High School studies were not taught in this school at all, and now there are over sixty pupils in the High School alone. Two years ago the four-roomed building was enlarged, and became a comfortable six-roomed school. Now, the school is again too small, and two courses are before the board: (1) either to again enlarge the present building, or (2) to build a new school upon another and larger site. It is likely that the latter alternative will be adopted. In Wetaskiwin, besides the Roman Catholic Separate School, a two-roomed building, there are two fine schools, the Alexandra and the King Edward. These are both congested at the present time. The assembly hall of the Alexandra School has been partitioned and converted into two classrooms and an additional teacher will be engaged at the beginning of next year to help handle the primary work. But even then the rooms will likely be crowded. There are already seventy-one pupils enrolled in the kindergarten room alone, and over seventy in the High School. It will be **necessary** in the near future, to materially enlarge the King Edward School.

Of the teachers in this inspectorate for 1914, 25 per cent. have held First Class, 40 per cent. Second Class, 21 per cent. Third Class and 14 per cent. Provisional (Permit) Certificates. It will be noted that the number of permit teachers is proportionately decreasing from year to year. With reference to the character of the work done by the permit teachers, I might say that those who hold grade XI or grade XII diplomas, and who, before entering their schools call on the inspector for advice and practical suggestions, do very well indeed. The writer has been agreeably surprised in several instances to note the vigor with which such teachers were taking hold of their work. It would appear advisable for all permit teachers, before taking up their school duties, to spend a few hours at least with the inspector for a discussion of such subjects as methods, tactics, expedients in discipline, a time-table, the

course of studies, etc. Such a discussion would prove of material benefit to a teacher who lacked Normal School training. Where circumstances allow, the writer always endeavours to visit the permit teachers at the beginning of their term's work, but this is not always possible.

In the town and city schools the work done by the teachers is, generally speaking, very satisfactory. The High School work is especially encouraging. At the midsummer departmental examinations forty-eight pupils of the Wetaskiwin High School wrote and all were successful. There are three teachers in this High School, all of whom are graduates in arts. Ponoka also did remarkably well in the departmental examinations.

In my rural schools the teachers who have graduated from our Alberta Normal schools follow the Course of Studies quite faithfully, while other teachers are gradually falling into line in this respect. By



KINDERGARTEN DEPARTMENT, ALEXANDRA SCHOOL, WETASKIWIN

combining grades for certain subjects the teacher can conserve time, and render just as efficient service. There seems to be a consensus of opinion that the course in History is too heavy for the average Public school pupil. There seems a tendency to overload the memory of the growing child. More attention might be given to civics in order that the Canadian boy and girl may grow up with a clearer idea of the nature of the government under which they live and a wider conception of the possibilities of Canada as an important factor in the Empire. The writer has, this year, been urging his rural teachers toward greater thoroughness in such useful branches of study as practical arithmetic, spelling, composition (especially letter-writing), writing, literature and reading. Some good has followed as a result of this. Improvement can be noted in spelling, writing, and composition. In regard to literature it would surely be better for the teachers to choose, in the higher

grades at least, about twenty selections for intensive study rather than try to cover the whole book in which case true literature cannot be taught. The writer remembers instances where he has questioned a class on a lesson which the teacher assured him had been taught as literature and where the class could not answer the simplest question asked. The fault lies in the fact that the lesson has been hastily skimmed over and as quickly forgotten. Then take reading. The greatest fault in this subject is a lack of emphasis and expression which may be accounted for by the fact that in most cases the child does not thoroughly understand the subject matter of his reading lesson. To the writer, who is an admirer of good elocution, reading appears to be the most unsatisfactory subject on the school programme. Truly, but a small percentage of the pupils graduating from our schools can read with naturalness and proper expression. School gardening is becoming an ordinary part of the work of most schools. Some good work in physical culture has been found in rural and town schools, especially on the part of those teachers who have taken their grade B certificate and who are



KING EDWARD SCHOOL, WETASKIWIN

following the course outlined in the syllabus. The Strathcona Trust awards for 1913 were granted as follows:

First—King Edward School, Wetaskiwin; Miss Morson, principal.

Second—Millet School; Mr. Brooks, principal.

Third—Bigstone S.D. No. 1374; Wm. Evans, teacher.

The writer has, during the year, been appointed Official Trustee of the following districts: Beaumont, Busenius, Willow Creek, Funnell, Dnister (Ruthenian), Fisherton and Waldheim. Of the first four above mentioned the school affairs have at the close of the year been given back, to the satisfaction of the ratepayers, into the hands of duly elected trustee boards. In the other three, matters will likely be straightened out during the coming year. Close attention to the many details of this line of work has rendered it impossible to devote as much time to the work of school inspection as was done last year.

It might be interesting to note for a moment the chief reasons why an Official Trustee may be appointed. These are: (1) Reluctance, on the part of the school board, to follow The School Ordinance, (2) Financial difficulties. Financial difficulties are mainly caused by (a) too low a tax-rate during the first few years after the organization of the district; (b) poor business methods. The writer has in mind two or three instances where a school that could have been built and equipped for eight or nine hundred dollars has cost fifteen or sixteen hundred dollars to build and equip. Poor business methods are also shown by the failure to collect taxes promptly and by negligence in dealing with bankers. A great many bankers are very unwilling to take up much school business for the very reason that so many school officials fail to meet their obligations promptly; (c) Decrease in the assessable area of a district. A school district may be organized on a basis of six or seven thousand acres of assessable land. Then, it often occurs that after two or three years several families may move away, farms may be abandoned, the lands, in the latter case, reverting to the C.P.R. Company or to the Crown; so that the burden of school taxation falls entirely upon the few remaining settlers who, in time, become discouraged and give up. Such instances may be found in the western half of this inspectorate, where there are large wooded areas, and where the amount of tillable land is proportionately small.

Most of these difficulties would likely be removed if the municipal system were admitted to a more general extension. If all the school districts in this inspectorate were included within municipalities there would, undoubtedly, be very little more bother, on the part of trustee boards, with their finances.

The strong and vigorous policy adopted by the department in regard to truancy is having visible and immediate success in improving the regularity of attendance. A great many parents in this inspectorate were sent warning notices with good effect. One prosecution for truancy took place during the year, the inspector acting as prosecutor. The defendant, a farmer who openly defied the law, was fined ten dollars with costs.

The Wetaskiwin Teachers' Association united this year with the Northern Alberta Teachers' Association in a joint convention which was held in the Separate School, Edmonton, on October 29th and 30th. The convention was from every point of view a pronounced success.

I have the honour to be, Sir,

Your obedient servant,

M. O. NELSON,

Inspector of Schools.

REPORT OF C. SANSOM, B.A., MACLEOD.

MACLEOD INSPECTORATE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I beg leave to submit for your consideration the following report on the Macleod Inspectorate for the year 1914.

In reviewing my work for the past year I find that I spent considerably less time in the inspection of schools than during the previous year and that a larger proportion of my time was taken up in the performance of special duties involved in problems of assessment in the Crow's Nest Pass, the collection of taxes and the maintenance of schools in some rural districts, the payment of debenture coupons and the enforcement of The Truancy Act.



MCBRIDE LAKE SCHOOL

But while I was not able to do as much inspection work as formerly, the boards of those districts I succeeded in visiting during the spring term gave an unusually good response to the suggestions in my reports. Not in any previous year did I get so much evidence that the people on the whole are anxious to maintain efficient schools and willing to act on reasonable suggestions to this end. A number of the poorest schools were thoroughly overhauled and placed on a new footing. In other cases where much money expenditure was out of the question needed changes were brought about by increased care and interest on the part of the board. It is surprising what an improvement can often be made in the appearance and efficiency of a school with comparatively trifling expenditure. Probably the difference in cost of upkeep between the best kept rural school in my inspectorate and the poorest kept does not exceed half a cent per acre per year on the land in the district.

As a rule I find that when the immediate needs are laid fairly before a board the response for the time will be hearty and generous. But it is a much more difficult matter to get a rural board to carry to a successful issue any scheme of improvement which involves sustained effort over a number of years. Nor should this be cause for surprise in view of the fact that these boards are usually composed of hard-working men who have all they can do to extract a living from a none too prodigal nature. Thus it happens that often the trustees will embark with the best intentions on a course intended for the betterment of the school, but in the course of time changes occur, interest flags, and the whole thing falls through. What seems much needed is a larger amount of efficient and sympathetic leadership in rural education. When it is remembered that half the school population of the province and probably the more important half potentially, depend on ungraded schools for their education, the lack of educational leadership in rural districts seems unfortunate.

There are undoubtedly many practical difficulties in the way of providing adequate supervision for rural schools. The great extent of country involved and the sparsity of population with the resulting large number of small widely separated schools constitute perhaps the chief obstacles. Probably no inspector with a full knowledge of conditions, even if he were relieved of town and city work, would care to undertake to supervise adequately more than fifty or sixty rural schools. In this connection a brief calculation as to the actual supervision received by the rural schools in this inspectorate during 1914 might be of interest. The annual expenditure for rural education in the province amounts to about two and a half million dollars. Perhaps \$150,000 may be taken roughly as the amount expended in this inspectorate. The total time actually spent in the supervision of rural school work during the year was about 120 hours. On an average, therefore, each of the ~~one hundred~~ rural schools received less than one hour and twenty minutes' supervision throughout the year. It is probable that in very few other lines of business is an annual expenditure of \$150,000 permitted with such a small amount of supervisory control.

It seems clear that this whole question of supervision must be regarded as of fundamental importance in the introduction and working out of any comprehensive scheme of rural education. No system of teacher training or of summer schools, no revising of ~~the Ordinance~~ or perfecting of the curriculum can ever take the place of this. Let them be never so well-trained and efficient and it is still hard to conceive of some thousands of teachers working as independently as our rural teachers work at present evolving a rural school system of great efficiency. Yet the development of the province has been so rapid that, notwithstanding the large increase in the inspectoral staff, rural school administration is scarcely better provided for now than it was when the province was formed. In 1906 there were six inspectors, each having on an average 88 one-department schools. In 1910 the average for the thirteen inspectors was 86. In 1913 there were fifteen inspectors and the average had risen to 107. It is true that the increase in the staff has greatly reduced the size of the territory patrolled by each inspector, but on the other hand this advantage has been largely offset by the addition of sundry duties of a not strictly educational nature.

Along other lines, however, there have been stronger tendencies making for improved conditions in rural education. Many recent amendments to The School Ordinance might be cited in this connection. The abolition of the short-term school was an especially long step in

advance. The Truancy Act is responsible for the attendance of many children at school who would not otherwise receive an education. Among other beneficial changes might be mentioned those involved in the revised School Grants Act as related to new districts, and the new regulations concerning libraries, equipment, etc. It is of interest to note that most of the changes intended to effect greater efficiency result in a vesting of power or privilege with the central department previously held by local boards. This movement toward greater centralization in school administration is general, I believe, over the entire continent. It is probably a result of the growing conception of education as of national rather than of local significance.

But the fact that the supply of teachers has increased to such an extent as probably to make it unnecessary to grant permits during the coming year is perhaps the most encouraging feature of our educational



EDMONTON TECHNICAL SCHOOL—DOMESTIC SCIENCE

outlook. If the increased supply should now make it possible to lengthen the Normal School course to a full year another distinct advance would be made in rural education. For it is an interesting fact that any raising or lowering of the efficiency of teachers has a more immediate effect on rural than on urban education. The good results, however, of an increased supply of teachers would be largely offset if accompanied by a corresponding decrease in salary. I have already observed an effort to reduce salaries as a result of a large number of applications. As the cities in the past have drained the rural districts of most of the better teachers, so would decreasing salaries, by making the profession less attractive, have the result of again leaving teachers of the poorer class in charge of rural schools. It is of great importance that the poorer teachers rather than the more efficient be eliminated, and to this end, if present tendencies persist, it might be in the interests of rural education to subject the matter of salary to some control other than the usual one of supply and demand.

With each year's experience in rural school work I am coming to

question more and more the suitability and general effectiveness of the small district system of rural school administration. Excepting during the earliest stages of a country's development there seems more to be said against than in favour of this system. As a financing agent at least, the local board has sufficiently demonstrated its own incompetency. But this by no means exhausts the inherent weaknesses of the system. Local and trifling disputes involving the trustees, the teacher, and the patrons of the school result in unnecessary changing of teachers.

Often the ratepayers are split into opposing factions over some question of school administration and the cause of education in the community is made to suffer thereby. The inequality in the size of districts and the resulting inequality in the tax rate give rise to constant agitation for the transference of land from one district to another, leading to no end of trouble and dissatisfaction. In several communities in my inspectorate the present system has made it possible for a few parsimonious voters to delay almost indefinitely the providing of needed school facilities. These are but a few of the disadvantages that have come particularly to my notice during the past year. In fact the advantages of a larger unit as set forth in the Report of the Committee of Twelve on Rural Schools must appeal strongly to most people who have had experience with the inconsistencies and shortcomings of the small district system. If municipal affairs in general can be effectively administered over a unit area containing fifteen or more school districts; if the financing of the schools within this area can be more successfully done by the Municipal Council than by the school trustees; then it seems not unreasonable to suppose that, in some parts of the province at least, greater dignity, efficiency and economy might result from the adoption of a larger geographical unit for the entire local administration of school affairs.

The relationship of the rural school to the community is a matter of admitted importance in the development of a country. In my inspectorate this relationship can scarcely be said to be of a kind likely to stimulate and foster the intellectual and cultural life of the community. It is often asserted that the rural school should contribute to this end through its use as a centre where people may come together to take part in literary and debating societies, concerts, etc., and to hear lectures on agriculture and other things. While probably not entirely due to the greater use formerly made of the schools for these purposes, yet in the older provinces and states a relatively larger number of the leading statesmen, professional men, etc., sprang from country homes and received their early education in rural schools than seems likely to result from existing conditions in our rural communities. In very few of these schools is work being taken beyond grade VIII, and our High Schools are receiving practically no recruits from this source. Perhaps one reason for this may be found in the fact that as a rule the school does not create an educational atmosphere in the community. Practically the only use made of most schools as "Social Centres" is for dancing purposes. The theory of some educationalists is that if this use of the school is encouraged the social life of the community will be stimulated and the people thus brought together can be led to take a greater interest in educational affairs. But the weakness in the theory in this inspectorate is that the social activity ends in itself. It is true, however, that this use of the school does tend to relieve the monotony and irksomeness which many people, unfortunately, think necessary to attach to rural life. An economic phase of the question is also disclosed in the fact that the admission fee to the dance constitutes the popular medium of

contributing to any worthy cause, and large sums have been raised in this way for patriotic and benevolent purposes. But that the educational and cultural influence of the custom is slight seems clear from the way the dance is usually conducted. One "Patriotic Dance" held recently in the vicinity of Macleod may be taken as typical of many. Dancing continued from eight o'clock in the evening till six-thirty in the morning. The teacher was present throughout, as well as nearly all the boys and girls in the community upwards of eleven years of age. Apart from any question as to the social value of this use of the school, it cannot be said to contribute materially to the broadening of the intellectual outlook of the members of the community.

I regret that I am not in a position to report much progress in tree planting on the school grounds. It is doubtful if Southern Alberta will ever become a land of homes in the best sense until tree culture is carried on to a much greater extent than it is at present. There could be no greater incentive to this than a model grove of trees around every school. Some few boards have made the attempt but in most cases the trees were killed by prairie grass and these failures have discredited the whole issue. This is but one of the many matters pertaining to rural education which is not likely to make much progress until it can receive the personal supervision of a permanent official.

The movement toward school consolidation has not yet assumed large proportions in this inspectorate. In one instance consolidation has been effected between two districts and in another community where conditions are perhaps as favourable as anywhere the matter has been much discussed, but has not yet advanced beyond the preliminary stages. The opinion seems to be gaining ground, however, that the educational advantages afforded by the rural school are inadequate, and there are many inquiries concerning the principles of consolidation.

In the town and village districts, of which there are sixteen with a staff of 77 teachers, there was little change in conditions during the year. The building in the town of Pincher Creek, however, was much improved by a thorough renovation and the installation of a steam heating system. In the town of Cardston and the villages of Hillcrest Mines and Frank the school accommodation is still inadequate and unsatisfactory. The principals of many of the town schools are indefatigable in their efforts to give good service to their respective communities. In a number of cases one man teaches the four grades VIII to XI inclusive, besides performing the duties of principal. As a rule the teachers also are experienced and efficient and it is not unusual to find as good work being done in these town schools as could be found anywhere. In the Crow's Nest Pass especially there are unusual difficulties to be overcome, and the trustees and teachers deserve great credit for the efforts they are making to give the children of the large and shifting foreign population the essentials of an English education.

I have the honour to be, Sir,

Your obedient servant,

C. SANSOM,

Inspector of Schools.

REPORT OF J. A. MACGREGOR, B.A., TOFIELD.

TOFIELD INSPECTORATE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit, for your consideration, the following report of the Tofield Inspectorate for the year 1914.

This inspectorate includes that territory which is served by the main line of the Grand Trunk Pacific Railway, from Ardrossan to the Saskatchewan boundary: south on the Tofield branch line to New Norway, and east on the Canadian Pacific Railway to a point midway between Bawlf and Daysland. No school in the inspectoral district is more than fifteen miles from a railroad.



AUTUMN LEAF SCHOOL

At the beginning of the year there were one hundred and sixty-six districts or departments in the inspectorate and in October twenty-two additional districts were added. In these hundred and sixty-six districts twenty-seven graded and one hundred and thirty-two ungraded schools were in operation, the whole of the former and about sixty per cent. of the latter being kept open throughout the year. The legislation dealing with the compulsory operation of schools is working satisfactorily and the summer school is gradually becoming a thing of the past. Trustees in rural districts are beginning to realize the handicap that a country boy is under when he is afforded only a few months' schooling a year, and in those districts, where the conditions are at all favourable, the trustee boards are anxious to keep their schools in operation for the full ten months. The "bogey" that our winters are too cold for country children to attend is also disappearing.

During the year I inspected and reported upon the work of one hundred and thirty-nine teachers. The professional standing of these is as follows:

First-class certificate and degree of B.A.....	7
First-class certificate.....	17
Second-class certificate.....	86
Third-class certificate.....	18
Permits	11

The work of those teachers, who have had professional training, ranges from excellent to poor, but by far the greater number of these are conscientious, painstaking teachers who are putting their best efforts into their chosen work.

I am pleased to be able to report a falling off in the number of the "permits" that were necessary, and it is quite evident that the time is very near when the supply of qualified teachers will be equal to the demand. Of the eleven so-called "permit teachers," nine had a certain amount of innate ability and were doing very fair work, while the other two were hopeless failures.

In three districts the school remained closed throughout the year on account of the small number of children. In each of these districts arrangements were made for the education of their children at neighbouring schools.

Seven new one-roomed buildings were erected during the year, while Viking took possession of the handsome, four-roomed solid concrete building that had been completed during the latter part of 1913. This building is fully modern and is a credit to the town.

During the year I was appointed official trustee of two districts. In one of these the trustees, through failure to collect the taxes, allowed the finances of the district to become involved and the district was threatened with suit by the debenture holders, two annual instalments having become past due. In this case I took steps to collect the outstanding taxes and by meeting the district's obligations its credit was restored and within three months a local board of trustees was again elected. In the other case, two districts were united and two decided factions sprang up regarding the school site. Here the school has been moved to the centre of the district and I hope in the very near future to resign as official trustee and hand over the administration to a local board.

Certain districts, situated within the boundaries of rural municipalities, have experienced great difficulty in securing from the municipality sufficient funds to operate their schools. In one municipality a circular letter was sent out to the school districts stating that unless the teachers could wait for their salaries the schools would have to close, and several schools actually were obliged to close on account of this fact. The whole difficulty arises over the municipal council neglecting to take the necessary steps to force payment of taxes and when the banks close down on their line of credit, the municipality is without funds. When a school board allows its finances to become involved, the present policy of the department is to appoint an official trustee, and were a similar action taken in a few such municipalities, I am satisfied that the councillors would awaken to a fuller sense of their duty and endeavour to conduct the affairs of the municipality in a business-like way.

A joint convention of the teachers of the Tofield, Onoway and Edmonton inspectorates was held in Edmonton during the month of

October. The attendance was large and much benefit was derived from the excellent papers that were read and discussed. A feature of this year's convention was a rural school section, where the problems peculiar to the ungraded school were discussed. The departure was something of an experiment, but its success was so pronounced and the need for such so evident, that a rural school section is now an established part of the organization of the Northern Alberta Teachers' Association.

I have the honour to be, Sir,

Your obedient servant,

J. A. MACGREGOR,
Inspector of Schools.

REPORT OF J. C. BUTCHART, B.A., VEGREVILLE.

VEGREVILLE INSPECTORATE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,

Minister of Education,

Edmonton Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Vegreville Inspectorate for the year 1914.

A few districts were organized during the year and a number of new schools have been built. In rural districts the use of the plans and specifications prepared by the department has resulted in the erection of a much better type of building. The school houses erected in the Ridgemark and Wilberforce Districts deserve special mention. Comfortable and commodious buildings have been erected in the villages of Chipman and Innisfree. The one in Chipman is frame and that in Innisfree brick veneer. St. Martin's R.C.S.S.D., Vegreville, erected a fine, solid brick school containing six class-rooms. This is the best school building in this Inspectorate.

Nearly all the school buildings are good and are very well equipped. Nearly all have two acres of ground and many have stables and small houses for the use of the teacher. With a few exceptions nothing has been done in the way of tree-planting or otherwise beautifying and improving school grounds. There are two rural schools, each of which has several hundred trees growing, showing what can be done by the united efforts of trustees, teacher and pupils.

The majority of the schools in this inspectorate are in non-English communities and many of them are still only summer schools and even then the term is short. In these short-term schools, especially in districts where the population is wholly non-English, the progress is slow, but still progress is being made. In a number of these which have been kept open throughout the year, especially where the same teacher has been in charge for several years, satisfactory, and, in some cases surprising progress has been made. Many of the schools have been dependent upon students from the Universities for teachers. The work

of these students has been good on the whole, but their stay is too short. In this work experience counts for much and a teacher is usually much more efficient the second year.

Most schools are conducted with fair regard for the course of studies and the regulations of the department.

High School work has been done in the schools of Fort Saskatchewan and Lamont, and in both the public and separate schools in Vegreville, and judging by the results of the departmental examinations, it has been well done, as nearly all the candidates from these schools were successful. Grade IX work has been done in a number of other schools.



ST. MARTIN'S SCHOOL, VEGREVILLE

The ordinary subjects of the programme are pretty well taught, composition and history being, perhaps, the weakest subjects.

A convention of the Vegreville and Vermilion Inspectorates was held in Vegreville on October 8th and 9th. The papers and discussions were helpful and interesting. The attendance was not as large as it should have been. It is strange that those teachers who need help most are the ones who absent themselves from these gatherings.

I have the honour to be, Sir,

Your obedient servant,

J. C. BUTCHART,

Inspector of Schools.

REPORT OF J. MORGAN, B.A., LETHBRIDGE.

LETHBRIDGE INSPECTORATE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Lethbridge Inspectorate for the year 1914.

The boundaries of the inspectorate were practically the same as for the preceding year and embraces one hundred and fifty-six townships. At the close of the year there were two hundred and twenty-five departments, an increase of only one during the year. There was a slight decrease in the number of graded departments and a slight increase in the number of ungraded departments.

In the City of Lethbridge the Separate School Board erected a thoroughly up-to-date solid brick eight-roomed school, and in Warner the Consolidated Board of District No. 1 erected an excellent building. It has six class-rooms, a science room and a room for domestic science and one for manual training. Apart from these there was no building in urban centres except a cottage school in Bow Island. There was comparatively little building in rural districts during the year.

In the way of equipment of schools and improvement of school grounds the various boards did as much as could be reasonably expected under the conditions that prevailed during the last part of the year especially.

A widespread interest has been shown in the subject of consolidation. A consolidated district has been formed at Foremost and I expect to see districts formed at New Dayton, Retlaw, Barnwell and Lost Lake early in the year 1915. In Warner the system has surpassed expectation both from the standpoint of efficiency and of expense and this has no doubt given an impetus to the movement in the south.

At Magrath, Raymond and Stirling the boundaries of the districts have been enlarged considerably making these schools practically consolidated schools.

In a number of cases boards of neighbouring districts have considered joint operation of schools, but in two cases only have I been able to sign up agreements between boards. However, I think there will be a number of agreements entered into before the close of the year 1915.

Parents are dissatisfied with the results from the operation of schools with only a few pupils in attendance. No one knows better than an inspector how unsatisfactory the results really are. On this account I am encouraging the movement to centralize school work wherever it can be done without increasing the expense.

During the first term night schools were in operation in Lethbridge and were largely attended. In the autumn there was a strong demand for a continuation of this work but the school board was unable to continue it although your department offered liberal assistance in the way of grants.

Dr. Miller was successful in organizing large classes in Taber and Coalhurst as soon as it became known that your department would bear part of the expense. In an ordinary year Dr. Miller's work would have produced much better results along these lines, but this year there has been a strong tendency towards retrenchment.

Last summer a considerable number of my teachers took advantage of the course at the Summer School at Edmonton and from the results that I have observed I must view the course very favourably. I expect a much larger number of teachers to take the course next summer. It has been a cause of regret that our Normal School term is necessarily short, but the Summer School course taken for two or three years in succession will do much to supplement the short term of preparation given at the Normal. I hope soon to see the classes open to all Normal graduates even though their certificates have not been made permanent.

In the earlier part of the year school boards took steps to comply with the amendments to the Ordinance that required ten months' operation each year. The increased demand for teachers could not be met and consequently a large number of permits were issued during the



LETHBRIDGE SEPARATE SCHOOL, "ST. BASIL'S"

earlier months. In the latter half of the year fewer permit teachers were required and there is reason to hope that in the near future there will be an adequate supply of qualified teachers.

A number of times during the year I learned of cases of truancy or rather irregularity of attendance of pupils. In each case I gave the parents the five days' notice and as a result the pupils attended regularly afterwards. I regret to say that cases of irregularity often exist for months before I become aware of the fact. If each teacher were to report cases of this kind to the inspector promptly much more effective work could be done.

With regard to the class of instruction in the various subjects I may say that I consider that reading and arithmetic are taught well. There has been a decided improvement in the teaching of language but the results can scarcely be considered satisfactory yet. Where writing is taught systematically good results are secured, but many teachers do not know how to use the authorized text book. It might be well to provide for training the teacher in this subject at the Summer School. The introduction of the graphic drawing books has improved

the work in drawing. Spelling is handled in a more intelligent manner with a consequent improvement in results and economy in time. There is no marked improvement in the teaching of agriculture and nature study except in the case of the few teachers who have had an opportunity to secure some special training in these branches themselves.

Owing to special conditions existing in the inspectorate I was unable to visit schools during November and December and as a result about forty schools were not inspected during the year.

The year's work has been characterized by special difficulties and from every point of view progress has been slow. Still the school boards and parents have evinced a deep interest in the welfare of the children and I have every confidence that the work done this year by all connected with our schools will produce marked and permanent results.

I have the honour to be, Sir,

Your obedient servant,

J. MORGAN,
Inspector of Schools.

REPORT OF WALTER SCOTT, B.A., HARDISTY.

HARDISTY INSPECTORATE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Hardisty Inspectorate for the year 1914.

To the east of Battle River pioneer conditions very largely prevail. The people are still struggling with the difficulties of subduing a new country to their use. In this part of the inspectorate the standing of the schools has been maintained but there has not been any very marked improvement. West of the river the country is older, the farms are more developed and produce abundantly. In this older part of the inspectorate outstanding advances in education have been made during the year. This is very noticeable in the increased attendance in the higher grades and in the improvement in school property. More children from rural schools passed the Public School Leaving examination in 1914 than in all previous years together. A number of boys and girls from the rural districts are now attending High School at Hardisty, Camrose and Edmonton. These changes are encouraging; they indicate the general improvement in rural life west of the river.

Owing to the general financial depression, the municipalities have found it difficult to secure money for immediate needs. In many instances teachers have had to wait for their salaries. However, the crops have been good, particularly the wheat crop. The finest yields have given from forty to forty-five bushels per acre of the best wheat. Many farmers remark that they couldn't believe that so much wheat

could be produced on an acre until they threshed it from their own farms. In spite of war conditions there is a general optimism and more land has been made ready for crop than in any previous year.

The number of annual schools has been increasing for some years now and there has been a general tendency to lengthen the school term in all the schools. The great majority of the boards of trustees have endeavoured to carry out the spirit of the new act in regard to yearly schools. In this inspectorate there are very few districts in which the operation of a yearly school would work a hardship on the ratepayers.

The work of the Truancy Department has brought to school children who would not otherwise be in attendance. Harsh measures have not been resorted to in this inspectorate. I have thought it best to call on the parents wherever possible. Parents who say that their children



ALEXANDRA SCHOOL, MEDICINE HAT

are being taught at home are told that their boys and girls will have to take an examination. Parents prefer to send their children to school rather than have them tested by an examination.

The schools have been better supplied with qualified teachers than in previous years. Many graduates of the Camrose Normal are now coming into the inspectorate. The location of the Normal at Camrose has been beneficial in this respect to the schools of the eastern part of Central Alberta. Fewer permit teachers have been required. It is to be regretted that so few teachers remain for more than one year in the same school. There has been no noticeable improvement in this respect. A very exceptional district is that of Argyle, some miles south of Sedge-wick. Mr. W. M. Fleming had been in charge of Argyle school for over five years when he resigned to take a course in Agriculture.

Official trustees have been appointed in six districts during the year. In three of these the official trustees were retained for but short periods. In one case, Valley S.D., difficulties that had crippled the work of the school for some time were almost immediately removed by the appointment of an official trustee. In another case, Bellshill S.D., the rate-payers appear to prefer to have their school administered by a Departmental Official. Three districts are still at the end of the year being administered by official trustees.

During the year a fine brick school has been built at Hardisty. It has all the best features of a modern school possible in a small town. This has made possible the organization of a department devoted entirely to High School work, and should prove of great benefit not only to the town but also to the surrounding district.

The teachers' convention for the year was held at Provost. Good papers and addresses were given. The discussions were good. The attendance was not as large as usual. Funds were devoted for the teachers' library and it was decided to open a subscription list among the teachers for the Belgian Relief Fund.

On the whole the work of the year in the schools of the Hardisty Inspectorate has been a success. The greatest progress is seen in the development of High School work. Some progress has been made in the teaching of agriculture and other subjects being stressed in recent years in Alberta. Much greater interest is also being shown by rural trustees in making attractive their school grounds and buildings. The routine educational work of the schools has also been improved due to the large number of trained teachers and the longer periods of school work.

I have the honour to be, Sir,

Your obedient servant,

WALTER SCOTT,

Inspector of Schools.

REPORT OF J. F. BOYCE, B.A., RED DEER.

RED DEER INSPECTORATE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on this inspectoral division for the year ending December 31st, 1914.

During the year the clerical work and the duties of an official nature increased three or fourfold. In fact upon looking back over the year's efforts one finds that so much time and attention were directed along the lines mentioned that the work of actual inspection seems to have been unintentionally somewhat neglected. In former years there was time to visit all the schools in the inspectorate at least once during the season and a comparatively large proportion of them a second time. This year, however, the whole number of inspections has not only materially decreased but, for lack of time, twenty-eight districts were not visited at all. While the duties imposed upon an inspector as official trustee are especially disagreeable nor irksome the very fact that it becomes necessary to appoint such an official means there is a business trouble which usually requires much time and careful management to

settle satisfactorily. The matter of looking after the cases of truancy reported, involved a great deal of correspondence and a number of personal visits. Considerable time was taken in writing the treasurers of a number of districts, or visiting them personally, in order to urge them to meet their debenture coupons promptly when due so that the credit of the district and of the province as a whole would not be impaired.

In the western part of the inspectorate where the country is partly timbered or sprinkled with muskegs the general financial depression



A GOOD WINDBREAK

has been keenly felt. A comparatively large number of settlers living on quarters which are covered with trees or largely muskeg depends on the mines, the lumber camp or other means of gaining a livelihood rather than what they can produce on their small clearings. If the mines do not require the full complement of men, if the lumber camps do not open, or if the demand for labour in other lines ceases the homesteader who has been depending upon wages from these sources finds himself in very straightened circumstances. By reason of his source of income failing he is unable to pay his taxes. It will be readily seen that if a school district has a considerable portion of its area unproductive

because of the reasons given the trustees are consequently and unavoidably very seriously handicapped in financing the school affairs. As most of these districts have been recently organized there is the further obligation of having the heavy end of the debenture payments coming due. If with the foregoing is considered the fact that adequate provision has frequently not been made in the estimates for the change from the short term to the yearly school one can realize the financial difficulties under which some of these districts are labouring.

In addition to the problems indicated in the preceding paragraph there is another feature of the situation which in some districts increases the difficulty of financing. During the prosperous times and the consequent optimism the trustees in some of those timbered districts already described sometimes spent \$1,200.00 or even \$1,500.00 on the new school and premises. In open country this amount would not be a bit too much but in a district that must necessarily be a long time before its area will be ready for cultivation such a large expenditure seems an extravagance. The highest praise should be given the people who desire to make the school and its surroundings the finest and the best in the district, but if a large and expensive school with the accompanying heavy debenture coupon renders it very difficult, or well nigh impossible, to operate a yearly school then it becomes a matter of very serious importance. In other words it is obviously much more preferable to have a less expensive building and a yearly school than to be making a large debenture payment on a fine school and to be unable because of financial trouble to keep it in operation the full school year. In the light of the foregoing facts it would seem advisable to suggest that the trustees of those districts in which some years must elapse before they can be brought under profitable production be urged to build smaller and cheaper schools. At the same time until the financial stress has eased it would be well to be somewhat lenient in special cases in enforcing the regulation regarding the yearly school.

On the whole the regulations requiring compulsory attendance and the operation of the school the whole year are working out satisfactorily and with much better results than formerly. The new provision of grants for gardening, agriculture, manual training and household science should stimulate a new desire to give these subjects the prominence they deserve.

Because of the time taken in official work, because of not having visited all parts of the inspectorate and because of one's thoughts having been frequently diverted into other channels than inspection work this report must of necessity be less definite upon the academic side of the work than formerly. With reference to the progress of the pupils in the actual work of the school it is my general impression that the teachers as a whole are conscientious in the performance of their duties and the pupils are making progress in the more important branches of their studies. Where the short term has given place to the yearly school the marked advancement is particularly noticeable. It should be mentioned on the other hand that more than the usual number of complaints have been registered by trustees and parents finding fault with the inefficiency or neglect of duty on the part of the teacher. It is gratifying to report that nearly every school, for the first time in the history of the Province, succeeded in securing the services of a teacher when she was required and the prospects for 1915 in this respect are even more favourable.

Owing to the money stringency little effort was put forth in improving the condition of the school premises. In a half-dozen instances a

good school garden, well-planned and well-cared for, reflect much credit upon the teacher and the trustees of these particular districts. New, up-to-date, rural schools were completed in Spruce View, Pine Lake, Wooler, Everdell and Taimi during the year, and a fine, modern, brick, two-room school, well-planned, well-lighted and well-equipped, was erected in the village of Penhold.

Our annual convention, held in Red Deer, Thursday and Friday, October 8th and 9th, was well attended and the papers and discussions proved both interesting and helpful.

I have the honour to be, Sir,

Your obedient servant,

J. F. BOYCE,
Inspector of Schools.



SPRUCEVILLE SCHOOL

REPORT OF H. R. PARKER, B.A., VERMILION.

VERMILION INSPECTORATE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Vermilion Inspectorate for the year 1914.

At the beginning of the year this district extended from the Battle River, the 46th township line, and the Buffalo Coulee on the south, to the 58th township line on the north, and from the interprovincial boundary on the east to the west side of range nine on the west. In October

five districts were taken from the south-west and the territory north of township fifty-eight added.

During the year the affairs of six schools were administered by me as Official Trustee. One of these was some seventy-five miles from Vermilion and another over sixty. Some thirty cases of truancy were investigated and in twenty-five cases form "A" was served on parents or guardians. None of these cases came to court.

Out of eleven Ruthenian districts only one had a yearly school, four were not in operation and four were open for less than six months. Of thirteen departments among French Canadians, one, organized late in the year, had no school, two were in operation less than six months while the remainder were open nine months or over. Two Scandinavian districts operated about six months each. Of two German-American



EDMONTON TECHNICAL SCHOOL—PRINTING

districts one had a yearly school and the other had a private school under Church management during the greater part of the year, but organized under the department about October.

Three districts were not visited during the year. One, in the far north, was not added to this inspectorial division until after the neighbouring schools had been visited, one had made arrangements to have the pupils educated in an adjoining district. The third was an isolated district north of the Saskatchewan River. Two attempts were made to visit this school but on both occasions the crossing of the river proved unsafe.

Of one hundred and thirty-three teachers at work in this district during the year, forty-two had permits, twenty-two held Third Class, sixty-one held Second Class and nine held First Class certificates. Of these, seventeen permit, seven Third Class, five Second Class and two First Class teachers were reported as doing unsatisfactory work. The work of the remainder varied from fair to excellent. As a body, the teachers are faithful and earnest in their work and failures are due, almost without exception, to lack of training or of natural talent for the profession.

During the year, writing, drawing and nature study showed an improvement in the method of teaching and the work done. There is still something to be accomplished in these subjects. Reading, arithmetic, grammar and geography are fairly well taught. Composition is poorly taught. In manual training and physical culture the work is more systematized than formerly.

Five new school buildings were erected during the year but only one of these was in operation.

Generally, the buildings and outhouses are well kept. Grounds are generally unimproved and very few are fenced. The equipment is fairly good. Not a few of the books and records of the districts are poorly kept and frequently the official auditors are quite lenient.

A joint Convention of the Vegreville and Vermilion Inspectorates was held at Vegreville and was well attended.

I have the honour to be, Sir,

Your obedient servant,

H. R. PARKER,
Inspector of Schools.

REPORT OF JOHN W. RUSSELL, B.A., HIGH RIVER.

HIGH RIVER INSPECTORATE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the High River Inspectorate for the year ending December 31st, 1914.

This inspectorate comprises that part of townships 14 to 22 inclusive, south of the Bow River and west of Range 21, west of the Fourth Meridian. Four school districts situated north of the Bow River, and bordering on it, were included in this inspectorate at the beginning of the year, but have since been placed in the Calgary Inspectorate. It includes 142 school districts or departments. Of these 27 graded and 107 ungraded schools were operated. Some of these were in operation not more than half the year, but all the graded schools and a relatively large percentage of the ungraded schools were in operation throughout the year. Eight schools were not in operation. The few children resident in these districts were in attendance at neighbouring schools.

Of the 135 teachers whose work was observed during the year, 11 per cent. held First Class Certificates, 62 per cent. Second Class Certificates, 13 per cent. Third Class Certificates and 14 per cent. had "permits" to teach. Of the teachers engaged during the first half of the year, 13 per cent. were found in the same schools during the second half of the year, while 4½ per cent. had changed to other schools in the inspectorate. The number of teachers remaining in the same school throughout the year was relatively small. Few schools, except graded schools, enjoy the services of a teacher for a period longer than one year. For this migrating movement both teachers and school boards

are responsible. Many teachers fail to see that continual change brings with it continual foundation-laying and no real permanent building. Many school boards appear to have a mania for changing teachers and seem somewhat careful to credit themselves with two or more changes during the year. There are some school districts, however, where far-seeing school boards have taken pains to retain a competent teacher, when secured, for periods of two years or more. The great benefit accruing to these districts is very plain. The frequent change of teachers is demoralizing to both teachers and pupils. Until our schools have the services of teachers for more extended periods than the majority of them now have, great expectations of excellence of classification and progress need not be entertained.

This is a well settled country, and, generally speaking, there is little territory left for school organization. A part of the Blackfoot Indian Reserve is being settled and schools are in process of organization, or organization is being contemplated. In the foothill country homesteads are being taken up and there is probability of a few more schools being organized in this locality in the near future. There cannot, however,



A SUGGESTIVE TREATMENT OF OUTBUILDINGS

be many more schools organized in this inspectorate. Only two school districts were organized during the year.

In the western part of the inspectorate there is a larger number of schools operated throughout the year than in the eastern. In the eastern part grain growing is the chief work of the farmer. Most of the homesteaders have proved up and have sold their land to the larger and more prosperous farmers. The tendency is to farm on a large scale. In many instances the owners of farms move to their holdings in the spring and retire in the fall to the towns or villages for the winter. These conditions are decidedly disadvantageous to the schools, and consequently small schools, short term schools, or schools with no children to attend them are quite common. These conditions do not yet seem to have run their course. They are, however, apparently not permanent, and there is evidence of these conditions, which were acute in certain quarters within the last few years, abating. There is, nevertheless, every probability of small schools being met with during the next several years.

The great majority of the school grounds are two-acre plots. Many of these bear evidence of thoughtful location. Too many, however, are poorly located, with little thought for beauty of site or suitability of ground. Some of these cannot be used for organized games with any degree of pleasure. Most of the grounds are fenced. Not much improvement has been made in the way of levelling, breaking and seeding. In a few instances, garden plots have been broken, in a half-hearted way, but systematic effort and pronounced sympathy on the part of the great majority of school boards, in the beautifying of school-grounds, in tree planting, in gardening, or in practical school agriculture, are not in evidence. The school grounds are, as yet, in a very large degree, the portions of the bare prairie that were originally selected for school sites. In some instances, however, where earnest enthusiastic teachers have been engaged, marked success in school gardens and in tree planting has been observed. In Mayview S.D. No. 2011 a large number of



PUBLIC SCHOOL, CHAMPION

trees have been planted. This district is not more favourably situated than others for tree culture, yet effort on the part of the teacher and trustees, to plant trees and to care for them afterwards, under dry farming conditions, has met with eminent success. There was an excellent school garden in Harvey S.D. No. 1597 this year. All kinds of vegetables and many varieties of flowering plants were grown in abundance. These results were obtained in a district where the drought conditions of 1914 were manifest. This was the most successful school garden in connection with an ungraded school that I have seen.

On the whole the school buildings are of a good class and the equipment has been liberal and well chosen. A few districts have allowed the school and the out-buildings to become somewhat weather-beaten. In other instances repairs have been much needed for years. Again, many districts have re-painted their buildings and have made needed repairs during the present year. As a rule, trustees pay very fair attention to the care of the buildings and equipment. In a few cases severe censure is due the school board for neglect.

Many teachers are doing, or are attempting to do, good work. Earnestness and conscientiousness mark their efforts. Others are apathetic and indolent, and the quality of work is indifferent. Others are, to say the least, not teaching, and it is doubtful if their presence in the schools is attended with material advantage to the children. Many teachers apparently feel that their duties are circumscribed, and that the school walls are the natural boundaries of their energies. The idea of filling a place in the life of the community or of adding to its interests is completely foreign. These teachers are not doing the best work in the schools. Many teachers are not found on the school grounds at recess or play periods. No interest in the games and sports of the children is taken. I am persuaded that the teacher has a sphere of influence, or may have such, on the school grounds, that is of first rate importance in the lives of school children. Invariably, those teachers who interest themselves in the life of the school grounds, who supervise and direct the plays and games of the children, who are interested students of the out-of-school activities of children, are the ones whose work in the ordinary school routine shows greatest possibilities of lasting good. In a very real sense the teacher makes the school. Indifferent children, indifferent parents, indifferent school boards are not hopelessly indifferent. An earnest, enthusiastic, common sense teacher can revolutionize a school district. Indifference will give place to interest, aloofness to sympathy. As a rule school boards are amenable to reason and when properly approached are not averse to work in harmony with a teacher who can present a school policy which is progressive and reasonable.

It has been a pleasure to observe that the majority of the graduates from our Provincial Normal Schools approach their work in excellent spirit and perform their duties in a way highly creditable to the institutions responsible for their professional training. Not many of the "permit" teachers are successful. A few, who, though untrained, undertake their work with diligence, and endeavour to teach, gaining such assistance as they can from study and inquiry, do very good work. The greatest failure is on the part of those teachers who decline, or who hesitate to adapt themselves to conditions which may be new to them.

Teachers are generally impressed with the importance of the place of reading in our school course. In many cases, however, the attention given to enunciation and correctness of expression is very limited, and the reading exercises are not much more than the attempts to say words as they occur in the extracts under consideration. Much time is spent in having pupils learn certain designated words for spelling, while comparatively little drill is given on the commoner everyday words which the pupils use in everyday life. Writing is not well taught, although, I believe, there is improvement. Teachers who have graduated recently have not had to overcome, in their own experience, the baneful effects of the vertical system of writing. But many teachers attempt to teach the free arm muscular movement, while in actual practice they do not make use of this system. It does not appear that there will be great improvement in the writing of our pupils until the teachers have themselves acquired the art of good writing. In arithmetic the general teaching is not of a high quality. In the junior grades pupils do not, as a rule, receive that drill and exercise in the combinations of numbers which is likely to make them expert in accuracy and rapidity of calculation. Inaccurate expression and illogical conclusion are too frequently allowed

in the higher grades of the public schools, and thus a slipshod style of thinking is fostered. Grammar and history are not well taught. Pupils are, very largely, left to their texts and to their own resources in these two subjects. Generally speaking, grammar and history are not regarded as congenial studies by the great majority of pupils in our ungraded schools. Geography is a more pleasing subject, though teachers do not always show good judgment in the work presented to the different classes. In composition the tendency is towards reproduction of stories that have been told, or lessons that have been taught. It is doubtful if this is a profitable type of composition. Music and drawing receive scant attention in the majority of the ungraded schools. Physical and manual training are gradually receiving more earnest attention.

Proper assignment of lessons, consistent drill, careful distribution and supervision of seat-work are not regarded by the majority of teachers with the degree of earnestness necessary, if school work is to be successful. Many teachers fail to provide work sufficiently interesting to claim the attention of junior pupils, who, because of such neglect, are more or less permanently unfitted for rapid successful progress throughout their school life. Much of the busy work, falsely so called, is without doubt injurious in its effects. There are, however, many teachers who, labouring under great difficulties, with little else than belief in themselves and in the possibilities of the children with whom they are entrusted to encourage them, are doing work of very great excellence, worthy of the highest commendation. In the graded schools and in the town schools where high school work is taken, the quality of work done is almost without exception excellent.

The present policy of the department to supply books for school libraries is gradually placing these libraries on a more satisfactory basis and is meeting with the approval of the teachers and the trustees.

The operation of The Truancy Act is having a salutary effect. There can be little doubt but this Act will work out to the advantage of many children and many schools in the province. As a rule an intimation to diligent parents or guardians of the workings of the Act, and of the requirements of the Department of Education with respect to continuous attendance of children at school, is all that is necessary. Check made of the attendance at school of formerly truant children reveals very satisfactory results.

The administration of certain school districts' affairs by the department, through the medium of an official trustee is clearing up many flagrant cases of negligent school financing. In a comparatively short time the finances of these districts are put on a sound basis and the affairs of the district so arranged that the district can again undertake the responsibility of its business. Usually a district, when fully cognizant of the fact that its affairs for the time being are quite removed from its own management, has its pride severely touched, and soon manifests a desire to undertake its affairs and a determination to conduct its business in a becoming manner. Nor does improvement stop here. Contiguous districts, whose finances may be in an unsatisfactory condition, are exerting efforts to bring their financial standing to a satisfactory basis. Many are succeeding. The disposition on the part of school boards to meet their debenture coupons promptly is increasing. Misapprehension as to the relation existing between school trustee boards and rural municipality councils has brought about some differences. These, I am sure, will disappear when the school districts and the rural municipalities know each other better, and when the rural

municipalities have had time to study and to learn the needs of the school districts and to make provision for them. Forbearance on the part of all concerned will clear up all differences.

It is very satisfactory to observe the growing sense of obligation that school boards feel towards the education of the children within the bounds of the district. This is perhaps more apparent in these districts where there is no school in operation, because of the very few children. Obligation to provide school facilities for children so situated is readily accepted by these boards. Provision for payment of school fees and conveyance of such children, by arrangement, to other schools, is accepted as a responsibility of the district. The tendency to place the responsibility of fees and conveyance on the parents is being replaced by the larger outlook, that the district must provide for the education of the children.

The Annual Teachers' Convention of the Calgary and High River Inspectorates was held in Calgary on October 29th and 30th. The attendance was satisfactory. An excellent programme was arranged. Opportunity was given for the rural teachers to attend the rural section of the programme or the sections devoted to the different grades. General satisfaction was expressed with the arrangements of the Executive of the Convention.

I have the honour to be, Sir,

Your obedient servant,

JNO. W. RUSSELL,

Inspector of Schools.

REPORT OF F. L. AYLESWORTH, B.A., OLDS.

OLDS INSPECTORATE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Olds Inspectorate for the year 1914.

The new duties of Provincial Truant Officer, Official Trustee and Secretary-Treasurer (where deemed advisable), and of investigating the finances of districts particularly in regard to their relation to maturing debenture coupons, all of these were given during 1914 to the inspector. Owing to this and to the very heavy additional correspondence thereby entailed, the professional work of school inspecting suffered somewhat during the year. Although the inspectorate was pretty well covered, few of the schools, as compared with former years, were visited twice, except to perform duties other than those of actual school inspecting.

One hundred and fifty-six school departments lie within the boundaries of the Olds Inspectorate. During 1914, thirty-eight of these departments were either closed when visited or, through pressure of other work, could not be reached at all.



PENHOLD SCHOOL



TWO-ROOMED SCHOOL, PENHOLD

Compiled from my notes on the inspection of one hundred of the remaining one hundred and eighteen schools, I beg leave to submit the following statistics:

Teachers employed during the year:

First Class Certificates	16
Second Class Certificates	51
Third Class Certificates	17
Provisional Certificates (Permits)	16

Twenty-seven of the teachers held professional or permanent, while thirty-nine had interim certificates.

The average period for which the teachers had been in charge of their schools was a little over seven months and a half, while the average experience of the teachers was nearly four and a half years. This appears fairly favourable. However, on the other hand, forty teachers had been only three months or less in their schools, twenty-two had had only two years or less experience, and twenty had had no experience at all. The average work of the teachers was fairly good.

Attendance of pupils: The total number of pupils present during my visits throughout the year to the hundred schools was 81 per cent. of the enrolled attendance. The average percentage for the month just prior to the one in which my visit was made was 78. This seems high, but I know of several rural schools where the average percentage of attendance was considerably higher than 78. One rural school made 100 per cent. in attendance for five consecutive months. The whole credit is not due to the Truancy Branch of the Department of Education, though it deserves a share of it.

The punctuality of the pupils was low, averaging less than 60 per cent.

Improvements: Thirty-two per cent. of the school boards had made improvements in their school-buildings during the year—some quite extensive. Twenty-seven per cent. had improved their school grounds and twenty-four per cent. had added to their equipment. Those deserving special mention:

1—Olds erected a frame high school building with a well-equipped science room and a good reference library; 2—Crossfield added a high school department; 3—Three Hills Village erected a very creditable modernly equipped two-room building; 4—Innis Lake built a neat smart looking little teacher's residence; 5—Gore S.D. made extensive improvements to their school-building; 6—Improvements in Sunny Slope, Crown and Ardmore S.D.'s also deserve special mention; 7—Lumni and Eidswold, newly organized school districts, erected school-buildings during the year.

Travelling facilities in the eastern part of my inspectorate have been somewhat improved through the operation of the Calgary-Tofield Branch of the G.T.P. through Three Hills, Trochu and Huxley. Moreover the railway has given new life to these towns and has incidentally given an impetus to their educational interests.

The work in the graded schools in my inspectorate reaches a satisfactory standard in the main.

Owing to the unfavourable conditions obtaining in the rural school districts—so often referred to by inspectors as to be familiar to everyone interested—I have ceased to expect anything like a satisfactory

standard of work from them. However, the teachers and pupils of these schools are responding rather more encouragingly to the efforts of the inspector to have the pupils' work, particularly in writing, spelling, composition and drawing, preserved in suitable exercise-books, and to have ample practice with the pen in Grade III at least and in all grades above it. I have reason to hope also that there will be a greater number of school gardens in 1915 than ever before, and better work in agriculture and nature study.

A convention of the teachers of the Olds Inspectorate was held in Olds on the 8th and 9th of October. Thanks to the courtesy of the Hon. Duncan Marshall, Minister of Agriculture, the teachers assembled in the Olds School of Agriculture. The convention was an unqualified success. There were eighty-six teachers in attendance—all parts of the inspectorate being represented—though the weather was decidedly unfavourable.

Valuable contributions to the success of this convention were made by the staff of the Olds Agricultural School; by Dr. J. C. Miller, Director of Technical Education for Alberta; Dr. E. W. Coffin, Principal of the Calgary Normal School; Dr. S. W. Dyde, Principal of Robertson College, Edmonton; Mr. Leo Pearson, Director of Art and Manual Training in the Canrose Normal School; and by many of the teachers of the Olds Inspectorate.

An important feature of the convention was the contest in public speaking. There were sixteen contestants, bona fide pupils of the schools of the Olds Inspectorate. Gold medals were presented to the successful competitors by the Hon. Duncan Marshall and Principal L. E. Grace, of Olds. We hope to make the public speaking contest a perpetual feature of the convention of the teachers of the Olds Association.

The Summer School held in July at the University of Alberta, under the direction of Dr. Miller, of the Department of Education, furnished a refreshing break in the year's work. The course was very helpful to both teachers and inspectors, and I think established a new relation between teacher and inspector—that of being fellow students throughout the school year. This could scarcely fail to make for great advancement in the interest of primary and secondary education in the province. We hope that the experiment will be repeated.

I have the honour to be, Sir,

Your obedient servant,

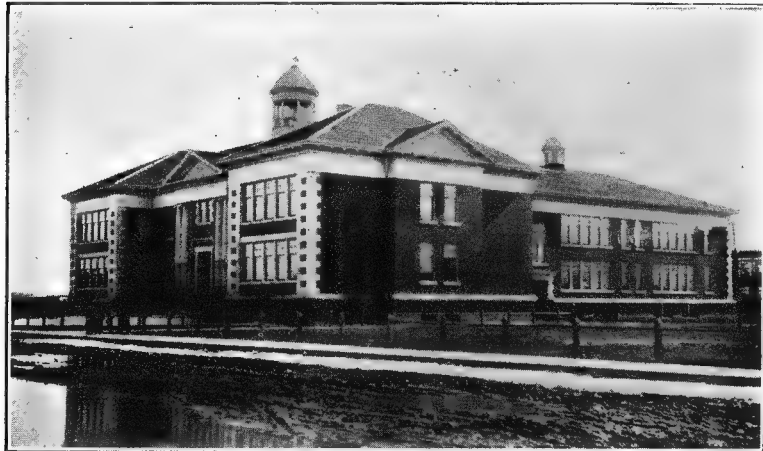
FRED L. AYLESWORTH,
Inspector of Schools.

REPORT OF G. W. GORMAN, B.A., MEDICINE HAT.
MEDICINE HAT INSPECTORATE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to present for your consideration the following report on educational conditions in the Medicine Hat Inspectorate for the year 1914.

Lying in the south-eastern corner of the province, this inspectorate for the year 1914 embraced that territory extending from the Montana boundary northward as far as the Red Deer River, including the greater part of township 22, and from the Saskatchewan boundary westward to include the first ten ranges, with the exception of some nine town-



ELM STREET SCHOOL, MEDICINE HAT

ships in the south-west part of the area described. In all, this inspectoral division contained approximately 210 townships.

The central portion of the inspectorate is quite well organized, but some 35 townships in the central northern portion and the same number of townships in the south-eastern part remain totally unrepresented by school districts. Granted favourable agricultural conditions, and the completion and operation of the railway lines now under construction in the north and in the south, I believe that the areas mentioned would speedily become organized.

At the beginning of the year there were on my list 130 school districts with 181 departments. The year closed with 146 districts with 214 departments. During the year ten teachers were added to the staff in the city of Medicine Hat, three in the town of Redcliff and one each in the towns of Irvine and Suffield. Though comparatively few new districts were organized, this year has seen the addition of fourteen class rooms to the city schools, the erection of a new three room brick

school at Irvine and the completion of a large number of rural school plants in previously organized districts.

With respect to the quality of the work being done in the graded schools, I am pleased to report that a high standard is being maintained. In this city splendid school buildings and the best that is procurable in furniture and equipment has been provided. The work is well organized and the average of teaching ability is high.

In all the rural districts visited the grounds have been carefully selected and comprise in all cases one acre, and in many instances, much more. As a rule the grounds are well fenced, but here the effort to improve them ends. In only a few instances has any attention been devoted to beautifying the grounds by means of tree-planting or school gardening. It is to be regretted that trustees and even parents and teachers so often fail to realize that bright, cheerful and attractive surroundings are important factors in awakening and strengthening the æsthetic side of child nature. The school as the district centre should be an object lesson in cleanliness, orderliness and attractiveness, but one is forced to admit that in many instances the school is allowed to fall below the general standard set by the community.

School room decoration and efficient caretaking deserve more consideration than they have thus far received.

There are some notable exceptions, however. In some districts the keenest interest has been taken in the welfare of the school, and in these it has been made to reflect the highest and best that is in the community. Good business management, harmonious co-operation, and a common interest have led to the improvement of the whole school plant and to a widening of its usefulness and influence. In these districts yearly schools are conducted by some of our best teachers, whose services the trustees have managed to retain from year to year. Needless to say, a wholesome influence is exerted by the school, and it is a real social centre in these communities.

Good substantial frame buildings have been erected in most districts, but in many instances lighting and ventilation have not received due consideration. Frequently the windows are not properly placed to provide suitable lighting and leave adequate space for blackboards.

The equipment in the rural schools is suitable and in most cases ample for all ordinary purposes. However, a large number of the schools in the inspectorate have no library whatever, while in others there are many books not well chosen to meet the requirements of the children. Only rarely is there found any systematic method of recording or taking care of the library books. Disregard, carelessness and misuse are the results.

In twenty-one districts no school houses have as yet been completed. In all other districts, except eight, the schools were in operation at some time during the year, but in many cases the terms have been very short and the operation rather spasmodic—some schools being closed and reopened as often as three times during 1914. Provisionally certificated teachers, short terms and frequent changes have seriously interfered with substantial progress by the children in these districts.

While bad financing from the beginning is responsible for much of the trouble being experienced by school boards, it must be emphasized that conditions in this inspectorate throughout the year have been most unfavourable. Early in the spring trustees experienced great difficulty in securing sufficient money from taxes to meet ordinary

running expenses. Funds were not available to meet maturing debenture coupons. These conditions soon gave rise to the question of the possibility of retaining and paying the teacher, or the advisability of re-opening the school if it were closed. Then the general crop failure made matters very much worse. The department realized the seriousness of the situation and as a result of investigations made by the Chief Inspector early in August, a safe and effective measure of relief was provided.

Since the 20th of October, fifty-eight districts visited have been recommended for departmental assistance to meet past due debenture coupons and coupons maturing in 1915, and to operate their schools during the first part of the coming year. The measure of relief recommended will insure the continuous operation of these schools for a period



RIVER BEND SCHOOL, MEDICINE HAT INSPECTORATE

of six months during the most favourable portion of the year. There is reason to believe that qualified teachers will be available for most, if not all, of these schools, and a profitable session may be anticipated.

In addition the protection of these debenture coupons has had the effect of strengthening confidence in school districts, and improving the general credit of the country; but, more important still, this relief gives the assurance that the education of the children will be looked after, and knowing this, the parents in these affected districts will face their other problems with renewed courage.

I have the honour to be, Sir,

Your obedient servant,

G. W. GORMAN,

Inspector of Schools.

REPORT OF J. J. LeBLANC, B.A., EDMONTON.

ONOWAY INSPECTORATE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Onoway Inspectorate for the year 1914.

In August, the boundaries of this inspectoral division were altered by annexing all the schools between Tawatinaw and Athabasca, including those in the territory served by the Lac La Biche trail to Plamondonville, while the schools east of Range 24 to Township 61 were transferred to the Edmonton inspectorate. The outlying portions of this inspectoral district are as yet sparsely settled, with the schools few and far between, and in the spring and early summer travelling by team is nearly impossible. However, with the operation of the Onoway-Peace River line of the C.N.R. and of A. and G.W., many of the present disadvantages of the transportation problem will be eliminated. Many of the remote schools are only operated during the summer months, and on a trip of inspection it is not an unusual occurrence to find half these schools not operated—a situation which necessitates a second and sometimes a third visit over the same ground to complete the work.

Twenty-five schools were not operated during the year. In the majority of these, the few children of school age received instruction in an adjoining district. The board of trustees of three districts made arrangements to convey the children and have them educated in an adjacent school.

There were twenty-four new districts organized during the year and four of these are at present in operation. In several localities removed from a railway station the trustees have had school held in temporary quarters until the necessary materials for a permanent building could be transported by sleighs at considerable saving of expense to the district.

Very modern well-lighted brick schools equipped with approved ventilating systems have been erected in Edson, Athabasca and Morinville. Two new rooms were added to the Stony Plains school and an additional classroom built at Diligence. It is encouraging to note a growing tendency to improve on the type of school buildings and eliminate the log structures. In many districts the school is pointed to with pride and is made the meeting place for all events which demand a congregation of the people of the district.

The school grounds in new districts show very little improvement, due mainly to the fact that the revenue collected is spent for operating expenses. A few have observed Arbor Day, but as yet very little success has attended tree-planting.

The standing of the teachers of the inspectorate, as far as could be ascertained from inspection, is as follows:—

Degree of M.A. with First Class Certificate.....	2
Degree of B.A. with First Class Certificate.....	5
First Class Certificate	15
Second Class Certificate	63
Third Class Certificate	19
Permits or Provisional Certificates	32

The large number of permits issued in this inspectorate is mainly due to the limited supply of qualified teachers in March and early April, when the short term or summer schools are opened, and to the difficulty experienced in getting teachers to accept a school remote from railways and centres of population, when there are vacancies near the towns and villages. The operation of a school under a permit teacher is generally viewed as the only alternative to non-operation, but with the increased attendance at our Normal Schools there are grounds to anticipate that the supply of qualified teachers will soon be equal to the demand.



ATHABASCA PUBLIC SCHOOL CLASS ROOM

The work of teachers, trained in our Normal Schools, and of teachers from outside the province who have become acquainted with our methods and curriculum, is very satisfactory. The teaching of civics receives but little attention. The instruction in elementary grammar is usually too abstract to benefit the child. Barnes' system of writing has been adopted by practically every school, and teachers who have carefully followed the instructions of the manual have had marked results. In many schools the teaching has been handicapped through the lack of proper practice paper, a condition that would seem to warrant the advisability of recommending to boards of trustees to provide the supplies necessary to assure continuity in the teaching of this subject.

The Truancy Act has had a very salutary effect on school attendance. In all cases dealt with during the year, a warning has resulted in the delinquent children being sent to school at once.

Apart from the regular work of inspection, considerable time was spent in investigations and organization work.

The writer was appointed Official Trustee in six districts. Two of these appointments were concerned with the administration of the financial affairs of districts which had become heavily indebted, while in the other four, in view of persistent disregard of provisions of the ordinance by the trustee majority or ratepayers, even after repeated warnings from the department, an official was assigned the task of completing the organization and operating the school.

A joint convention of the Edmonton, Tofield and Onoway Inspectorates, held in Edmonton on October the 29th and 30th, was largely attended. A rural section dealing with the problems and phases of rural and ungraded school work was popularly received, and its adoption as regular feature of future conventions was decided.

I have the honour to be, Sir,

Your obedient servant,

J. J. LeBLANC,

Inspector of Schools.

REPORT OF F. G. BUCHANAN, B.A., HANNA.

HANNA INSPECTORATE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Hanna Inspectorate for the year ending December 31st, 1914.

During the year twelve new districts have been organized and thirty-three rural districts have schools in operation for the first time. With very few exceptions an excellent type of school building has been erected. In the town of Hanna a four-roomed brick school was built this year and opened at the beginning of the fall term.

In many of the older districts fences have been put up, barns built and painted and wells sunk. In a few cases trees have been planted and an effort made to secure neat and attractive grounds.

The majority of the schools not already operated as yearly schools have operated for a longer period this year than in any former year. The failure of the crops in many parts of the inspectorate resulted in shortening the term of some schools that would otherwise have operated for the year. Although in some districts dissatisfaction has been expressed at the amendment to The School Ordinance requiring all schools to operate for the year, this has been due largely to the difficulty in financing them owing to the failure of the crop.

The work of grades IX and X is being taught in two villages where two rooms are maintained, in the town of Hanna, where grade XI is also taught and in a few rural schools. In the rural schools an attempt to cover the prescribed work of grades IX and X in one year is frequently made and is generally unsuccessful. Many parents living in rural school districts desire to give their children school advantages beyond grade VIII, but in many cases the difficulty of having the work taught in rural schools and the financial inability of parents to send them to High Schools in towns and cities, result in the children being deprived of further attendance at school.

This difficulty of providing High School education for pupils who have passed from the Public School and the small attendance in many rural schools have led many districts to consider the advisability of consolidating. The increased cost of maintaining such a school has been the main obstacle to its formation. In some of the villages and the



PUBLIC SCHOOL, HANNA

rural districts that surround them the sentiment is much in favour of consolidation and it seems to be but a question of time until several of these are established.

A number of truancy cases have been dealt with and in most of the instances a letter from the Department of Education or a visit from the truant officer has resulted in the pupils in question attending school. The inability of the truant officer to compel the attendance of children in a school district, the trustees of which under Section 165 of The School Ordinance are providing for the education of the children in an adjoining district, has resulted in a few instances in parents keeping their children out of school as long as the arrangement continued in force.

Very few schools in this inspectorate have libraries and the books that are now being sent out by the Department of education are filling a very evident need in rural communities and are much appreciated by the pupils, trustees and teachers.

The great majority of the teachers are interested in their school work and are making successful efforts to teach the prescribed course of studies. In the upper grades the teaching of arithmetic, geography, literature and spelling is generally satisfactory. Composition is a subject frequently neglected, especially in the lower grades where the foundations for proper writing and speaking should be laid. The teaching of writing is rarely given the important place in school work that it deserves. In many instances materials necessary for the teaching of manual work in the lower grades have been provided by school trustees when teachers have asked for them and good results are obtained in many of these schools.

The first convention of this inspectorate was held in Hanna on October 15th and 16th. Fifty-three teachers, including some from the Bassano Inspectorate, attended. The presence of Miss Burnett, Dr. Miller, Inspectors Thibaudeau and LaZerte assured a successful convention.

I have the honour to be, Sir,

Your obedient servant,

F. G. BUCHANAN,
Inspector of Schools.

REPORT OF P. H. THIBAudeau, B.A., STETTLEr.

STETTLEr INSPECTORATE.

HON. J. R. BOYLE, EsQ., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the condition of education in the Stettler Inspectorate for the year 1914.

This inspectorate, roughly speaking, is comprised within a radius of about thirty-five miles of the town of Stettler; from Tees on the west to Halkirk on the east, and from Edberg on the north to township thirty-four on the south. It contains one hundred and twenty-seven rural school districts and eighteen urban departments; two of each of these were added during the year.

The past year has been marked by great improvement in three important matters: the lengthening of the school year, the enforcement of The Truancy Act and the lessening of the number of permits.

Previous to this year only about half of the rural schools in this inspectorate operated for the full year. This year the proportion is merely three-fourths. With the consistent enforcement of the Act the short-term or "summer" school may be expected to wholly disappear. The short term school in the past has constituted the weakest feature of educational work in the country. Four school districts did not operate during the year but the pupils in all cases attended adjacent schools. In

two other districts, recently organized, school was held in rented farm houses. Only one case of really unsatisfactory operation occurred in the inspectorate, classes being held in this case for only one month.

Since the allotment to the inspectors of the duties of Provincial Truant Officers in March, considerable improvement in school attendance has been brought about. This has been secured to some extent through encouragement in personal interviews and through the warning notices for which provision is made in the Act. In nine cases prosecution was necessary. All these were successful. Seven were fined five dollars and costs each; one ten dollars, and the last one was put under bonds of one hundred dollars to send his child to school. Four of the prosecutions were in one district. This school with an enrolment of forty-eight pupils for the year 1913 had during the months of August, September and October, an average of only five or six. It is now about thirty.



STETTLER SCHOOL

Only twelve permits were issued in my inspectorate during the fall term of 1914. In former years about one-fourth to one-fifth of my teachers were operating under "provisional certificates." This would mean thirty to thirty-five teachers not generally qualified to conduct school on account of lack of professional training, inexperience, youth, lack of interest and continuity. It is interesting to note, considering rural school salaries only, that the teachers on permits averaged better salaries than the qualified ones. Of the latter class about half get \$60.00 per month or less, about half \$65.00 per month or more, one teacher getting \$75.00 per month. But of those on permits, nine got \$65.00 per month or more, one getting \$75.00 per month. The trouble is that trustees decide to pay a certain salary, not grading it according to the teacher they are getting or are likely to get. After the qualified teachers are no longer available, the board finds it has to pay a high salary to get

a teacher at all. In many cases the permit teachers, being certainly not bookish, still are shrewd in handling boards of trustees.

The improvements in buildings, equipment and grounds, and in the quality of the teaching is perceptible in all of the schools, but the greatest improvement noticeable is the result of reducing or eliminating the short term school and the employment of regularly qualified teachers.

Ten public meetings have been held to explain rural school consolidation, but so far no consolidations have been established.

I have the honour to be, Sir,

Your obedient servant,

P. H. THIBAUDEAU,

Inspector of Schools.

REPORT OF M. E. LAZERTE, B.A., BASSANO.

BASSANO INSPECTORATE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Bassano Inspectorate for the year 1914.

This inspectorate was organized towards the end of 1913. Extending in irregular outline from township 13 to township 31 and from range 11 to range 28, the field, in general shape, approximates a rectangle whose length parallels the main line of the C.P.R. There is included within these boundaries a large tract of the irrigation block as yet unorganized into school districts, but, even now being rapidly settled. The greatest development is taking place north-east of Bassano along the Bassano-Empress Branch of the C.P.R. During the year about forty ready-made farms were occupied, one school district was organized and over 25,000 acres of irrigated land are reported sold to American farmers, who expect to become residents in the spring of 1915. The prospects for future development are very favourable.

At the beginning of the year there were 111 schools in the inspectorate and at its close the number was 120. Only two of the schools were not in operation during the year. In both of these districts the number of children of school age was small and the schools were closed through no negligence of the boards. There are but five graded schools in the Inspectorate and in three of these the High School work of grades IX and X is being conducted. The High School Department of the Bassano school was opened during the year and here the board has added to the equipment of the school a splendid science laboratory quite adequate to the needs of the junior High School work.

From my notebook I find that of those engaged in the profession during the year, 39 per cent. were male and 61 per cent. were female teachers. 12 per cent. of the total number held First Class Certificates

and their average salary was \$820; 59 per cent. held Second Class certificates and received an average salary of \$757.00; 9 per cent. were Third Class teachers while 26 per cent. held provisional certificates, both of the latter receiving an average salary of \$740. The boards of those schools lying north of the Red Deer River and of those south of the Bow River, because of their outlying position, experienced no small difficulty in securing qualified teachers although in many cases an earnest effort was made to do so. The finances at their disposal did not permit of their opening school at the beginning of the year and as a result, when they did advertise, certificated teachers had secured positions. It is regrettable also that teachers cannot be retained in one school for a longer period. In only 10 per cent. of the districts did teachers sign agreements for a full year. In 45 per cent. of the schools the teachers were engaged for a half-year term while in the remainder contracts were signed for only a few months. I notice that those dis-



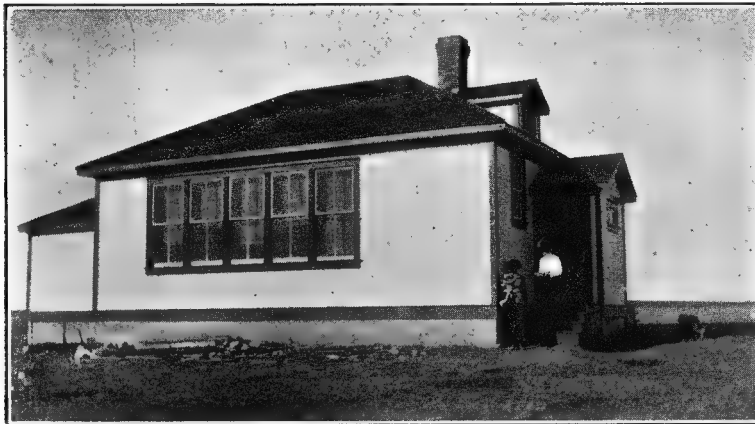
OKOTOKS SCHOOL

tricts that have available a teacher's residence have least difficulty in securing a teacher. In passing I might add that the most satisfactory residence seems to be one of portable type, such as is found in the Crowfoot S.D. No. 2393. The house may be moved about the district to suit the convenience of the teacher, after boarding accommodation has been secured.

Owing to the difficulty of bringing teachers from all parts of the inspectorate to any central point, we held no teachers' convention this year. The teachers were requested to attend one of the Conventions at Calgary, Medicine Hat or Hanna, and approximately forty of their number took advantage of this arrangement.

Referring to the actual work of the teachers in the schools, I beg to report that the teachers in this inspectorate are doing conscientious work and are giving efficient service. In view of the fact that too often

the parents are interested in school only at the time of the annual election and that in such cases the teacher may be the only one in the district deeply interested in educational work, I consider that the teacher is doing his or her work well. There is a need and an actual demand for teachers who will be assistant leaders in the community and who will share in the executive work incident to the life and work outside the schoolroom. In the subjects of instruction, I find that the best progress is being made in arithmetic, reading and spelling, and that least attention is given to writing, grammar, civics and nature study. The writing period finds a place on every time-table, but in few cases has the teacher prepared herself for the teaching of the prescribed system. In cases where grammar is slighted, the cause is a lack of organization of the subject-matter and a lack of understanding of the pupils' needs and abilities. There is but little differentiation in the work of grades IV, V and VI, in some cases grade VII might be included. Civics, with local adaptation, is taught as a subject far removed from experience. The text book is the pupil's as well as the teacher's guide. There is a great indefiniteness



UNIVERSITY SCHOOL

as to what should be taught in nature study. The purpose of the subject as part of the curriculum is not grasped by many. (I would mention in passing the splendid work that is being done in this subject in the Beiseker School, No. 2705. Here the children are deeply interested and obtain great enjoyment and benefit from their simple researches conducted for the most part outside school hours.)

With regard to school buildings and grounds I would report that all are in quite a satisfactory state of repair and cleanliness. Many grounds are unfenced and unimproved, but money has been scarce and I have felt that a school in operation, though not surrounded by attractive grounds and fences, is a greater asset to the district than a school with drawn blinds and beautiful surroundings. However, when possible, these matters are receiving due attention and the School Boards are quite anxious to make the improvements. A serious problem is that of supplying water for many of the schools. Many have no wells, to drill same would be useless, and water must be carried for miles, quite often each child being compelled to bring his own supply. During the year

the boards have had this matter brought to their attention quite persistently. There has been a gratifying improvement in the sanitary condition of school interior. This has been largely effected by an increase in the number of towels and brooms installed and in the volume of water and soap provided.

The problem of financing the school has been a serious one this year with many a board. Two factors have bettered the situation. Firstly: the government loan advanced to those districts in last year's dry belt has been of great assistance and will guarantee the operation of many schools during the coming year; Secondly: the grant of \$10,500 given by the C.P.R. to some fifteen districts in the irrigated section in the western part of this inspectorate, has adjusted the finances of these districts for the present, and temporarily offset the disadvantage of having within their boundaries so much unoccupied land originally held by the company.

I beg to refer to the great increase in the number of school libraries. School boards have expressed themselves as being well pleased with the books received from your library department and with the grants they are receiving for library purposes.

I have found three districts where night classes for the instruction of the older boys and girls are being conducted. One of these is a rural district and here the attendance is higher than in the urban centres where the same work is undertaken.

Through the Truancy Department and the Operation of Schools Branch much has been done during the year to enforce the regular attendance of pupils and the operation of schools. In some districts the efficiency of the school for the year has been doubled and in many others greatly increased.

In the southern part of the inspectorate there is a growing feeling in favour of consolidation. Organization has not yet been completed in any case, but it is a live question in a few centres. It is at least a sign of increased interest in educational matters.

I have the honour to be, Sir,

Your obedient servant,

M. E. LAZERTE,

Inspector of Schools.

REPORT OF W. J. McLEAN, CORONATION.

CORONATION INSPECTORATE.

HON. J. R. BOYLE, ESQ, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Coronation Inspectorate for the year ending December 31st, 1914.

This inspectorate comprises at the present time about one hundred townships and is approximately ninety miles long and forty miles wide.

The Canadian Pacific Railway runs very nearly through the centre from end to end, so that the most remote school district is not more than twenty-five miles distant from the railway.

In the inspectorate there are one hundred and thirteen school districts: one hundred and eleven ungraded schools, and two graded schools. The two latter, Castor and Coronation, have each four rooms in operation. The year 1915 should see the villages of Consort and Monitor with two rooms each, as the work is growing beyond the power of a single teacher.

In the town of Castor the work is taken up to and including the eleventh grade, while in Coronation grade X work is the limit. The languages are being taught in both schools and very satisfactory work is being accomplished, but I find that it is the rural schools that require the greatest amount of attention. As this is my first experience inspecting and as I have never before paid particular attention to rural



WILKINSON SCHOOL, MEDICINE HAT INSPECTORATE

schools in Alberta, I can put my report best as coming from one making observations.

One thing that impressed me was the quality and uniformity of the school buildings. They are all frame and nearly the same size, being about 22 ft. wide and 30 ft. long. At the front end a space about six feet in width is partitioned off for a cloak room; this partition extends across the room and may or may not be built up to the ceiling. I am told that it is best for it not to extend to the ceiling, as the wraps will be warmer and the teacher can the better hear undue disturbances during recess or noon hour.

The windows are nearly always at the left of the pupils, with from four to seven windows so situated. Nearly all the buildings are painted. The interior finish is nearly always a sealed wainscot with either plastered or sealed walls and ceiling, but occasionally one finds beaver board or even metal ceiling. But while two buildings may appear quite the

same, such is not the case. Dishonest contractors too often take advantage of boards of trustees, and only mere shells of buildings are the result. I have seen cases where buildings costing only nine hundred dollars were in every way superior to some costing from fifteen to eighteen hundred dollars. I am pleased to know that greater care is being taken to see that school houses are built according to specifications.

The system of heating is nearly always the stove, and this is, generally speaking, of good quality and capacity enough to heat the building, providing there is a good foundation, so that too much cold air cannot find its way through the foundation and thence keep the floor always cold (and this is one point where the proper precaution in building a school is not taken). In no rural school among the sixty I have visited have I found a furnace and basement. I occasionally meet with some patent heating system such as the Smith, Waterbury, etc. These are in the main a large stove with a corrugated iron jacket and certain ventilating advantages; they are expensive and too much is paid for the patent. In a few cases there are very poor stoves, both inadequate and dangerous; these must be removed.

The equipment of the various schools is very similar, and is much better than we used to have in the older provinces. This similarity and adequacy is due to the fact that when schools are selling debentures they endeavour to secure enough money in addition to the cost of the building to purchase a prepared list of seating, equipment, etc. The maps are nearly always in cases.

While I noticed a similarity in seating and equipment, this did not hold in the case of school libraries. In some schools there would be as many as two hundred and fifty volumes, while in other schools, which have been in operation for several years, there is not a single volume. The Department of Education is remedying these conditions by using a portion of the school grant given for equipment to purchase library books for schools, and I notice that where this is done there is generally a more suitable selection. In a few instances where teachers or trustees bought books, very poor judgment was exercised, but these were only exceptional cases.

School grounds in this inspectorate are neglected. There is very often a good fence; but little has been done in the form of tree-planting and beautifying the grounds. As this locality, especially in the eastern and southern parts, is bare prairie, it would seem that too much importance could not be attached to tree-planting, both at the homes and at the schools. If children are trained along this line at the school, this training should arouse them to efforts in beautifying their own homes when they become older. I have observed, however, that in many instances school boards are having the ground plowed and tilled, with a view to planting when the grounds are in such shape as to justify them in so doing. An active, energetic and interested teacher could do much, and it might be well if the Provincial Government could furnish suitable trees to those school districts where the grounds are sufficiently cultivated. The Summer School should be invaluable in training teachers in this phase of the work. It must not be understood that nothing is being attempted in the way of school gardening and foliage planting, as several schools, noticeably the Sanderville and Lauderdale Schools, have made a considerable showing.

During the term I made sixty-three visits to schools, and eighteen of these schools I found closed. The greater number closed in Novem-

ber, but seven of them had been closed for the greater part of the term. The reasons given were lack of funds and difficulty in securing a qualified teacher. The latter excuse is now becoming untenable, and the people are beginning to see the advantage of conforming to the Regulations of the department, and to find a way of keeping school open the required time, and under the supervision of a qualified and capable teacher. It is true that in the southern part of the inspectorate (generally speaking) crops have been a failure and money is scarce. The department has considered these conditions, and upon the recommendation of the inspector, has given a number of districts permission to close their schools throughout the winter. There is, I am sorry to say, however, sometimes a tendency on the part of trustees to evade responsibilities and to make but very half-hearted efforts to perform their duties to the children depending upon them, and to obey the laws of the land.



STANMORE SCHOOL

The teachers of the forty-five rooms I found in operation had certificates as follows: four First-class Certificates, fifteen permanent Second-class Certificates, eleven Second Interim Certificates, three Third-class Certificates and twelve Permits.

The work done by these teachers was on the average fair; yet one could not help but notice the wide difference in the services rendered the schools. Some schools were especially fortunate in having teachers both capable and anxious to please, other schools were not so well off. I met with instances where teachers were in earnest and worked hard, but they were really not able to present a good and interesting lesson, to arouse the interest or to get the confidence of the pupils and the parents. Experience would remedy these defects, but a year's Normal training would be better.

One of the greatest hindrances to real progress in our rural schools is the general shift at the end of the term; teachers have a tendency to want to move, whether they better their positions or not. While I am well aware that conditions are not always congenial and that a certain amount of self-sacrifice is required of a teacher, I think that until this habit of changing positions is checked, at least to some extent, satisfactory progress cannot be made in our schools.

As to the teaching of the various subjects, it appeared to me that reading, literature, spelling and arithmetic in the lower grades were being best taught. The teaching of geography was, generally speaking, neglected, and maps were not being made use of in many of the schools. Nature study and agriculture were also neglected, as the teachers often do not know how to treat the subjects. The value of the summer school was very apparent here, as those teachers who had attended were doing good work in the teaching of nature study. The writing and drawing was receiving fair attention, and reasonable work was being done. Grammar and composition were very much neglected, and the same can be said of history.

Too much praise cannot be given to a number of teachers whom I visited; excellent work was being done in all the subjects and no subject was neglected. The service of this class of teachers is invaluable.

I think that, as yet, no teachers' convention has been held in this inspectorate. This year a number of the teachers attended the convention at Stettler.

I have the honour to be, Sir,

Your obedient servant,

W. J. McLEAN,
Inspector of Schools.

REPORT OF A. HARTLEY, B.A., CORONATION.
CORONATION INSPECTORATE.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Coronation Inspectorate for the first half of the year 1914.

Not more than half-a-dozen school districts have been erected in this inspectorate this year to date, showing that, though this is a recently settled part of the country, the best areas have, in previous years, been organized into school districts.

The sparsely settled areas yet unorganized are generally incapable of supporting any large population, owing to hills, or a poor quality of soil.

Progress in railway building in this inspectorate is still being continued.

During the last six months, I have been in charge of five school districts as official trustee. In three of these I have had school houses built. My experiences in building have led me to the conclusion that with reasonable economy, school houses can be built at a far less cost than that usually incurred in their erection.

Owing to my duties as above, and the considerable correspondence necessitated thereby, I have had less time this year than in former years to devote to inspection of schools.

During the half-year I have, however, made about one hundred visits to schools. At least forty percent of the visits made were to schools not at the time in operation.

During my inspection work I made one gratifying observation. Trustees seem gradually to be arriving at the conclusion that the work of the qualified teacher is so much more satisfactory than that of the permittee, generally, that the former is to be secured when at all possible. The evidence of this was in the fact that the proportion of permittees employed this year is considerably reduced, as compared with former years.

The work of those teaching on permit this year, I found, as in former years, generally unsatisfactory. While appreciating the excellence of the qualities of heart and intellect of some of these permittees, I felt in two or three cases that in the interest of the schools of which they had charge, it was my duty to hint in my report to the trustees that a qualified teacher would do better work.

I have the honour to be, Sir,

Your obedient servant,

A. HARTLEY,
Inspector of Schools.

REPORT OF CHIEF PROVINCIAL TRUANT OFFICER.

REPORT OF M. M. O'BRIEN, EDMONTON,
CHIEF PROVINCIAL TRUANT OFFICER.

HON. J. R. BOYLE, ESQ., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

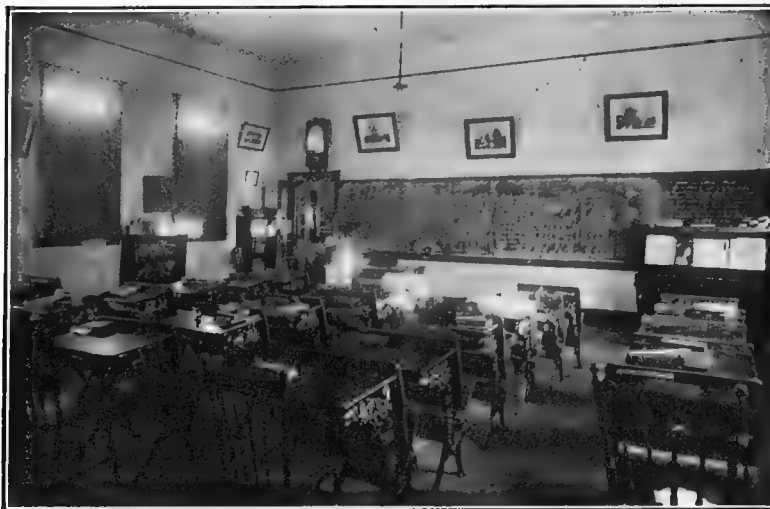
SIR,—I have the honour to submit for your consideration the following report dealing with the enforcement of The Truancy Act for the year 1914.

Each city and town district appoints its own truant officer in accordance with section 7 of The Truancy Act, which is as follows:

"The school board of every city or town school district shall appoint, control and pay one or more truant officers for the enforcement of this Act and notice of such appointment shall be forthwith given in writing to the Department of Education."

During the year 43 such local truant officers were employed in the city and town districts throughout the province. These officers report

monthly to the school board and to the Minister of Education. It is the duty of such truant officers to give attention to the attendance of every child enrolled and also to discover and cause to attend school every child of school age residing in the district. Where necessary these officers must also prosecute the parents for failure to comply with the provisions of The Truancy Act. With respect to the pupils enrolled the truant officer receives from the teachers information from time to time regarding the unsatisfactory attendance of any pupil. The home of the child is then visited and the reason for its nonattendance ascertained. In a great many cases the pupil is absent on account of illness, or some other legitimate reason. When, however, the truant officer finds the child is kept out without sufficient reason or that he has not been enrolled during the term, he warns the parents as to the requirements of The Truancy Act. When this has not the desired



DIDSBURY SCHOOL

effect he serves a warning notice on the parents as required by the above Act, and if at the expiration of five days the child is not in school the parents are taken into court. During the year 1914 these city and town truant officers investigated some 12,453 cases of irregular or non-attendance. The greater number of these cases were reported by the teachers, but in addition to these the truant officers found a number of children on the streets or in places of amusement during the school hours, as well as a number reported by different parties as not being enrolled in any school. In 1,485 cases it was found necessary to serve the required legal warning notices on the parents, and in 100 cases the parents were taken into court. A great many of the cases were taken to the Juvenile Court, and while in several cases a fine was not imposed, the truant officers were always upheld in their work.

The enforcement of The Truancy Act in the rural and village districts throughout the province is directly in charge of this branch, assisted by the school inspectors, each of whom is a Provincial Truant Officer and responsible for the enforcement of the Act in the districts

in his inspectorate. The teachers complete and forward to the Truancy Branch attendance reports at the end of every three months, that is, March 31st, June 30th, September 30th, and December 31st. When these reports are received they are carefully checked, and where necessary, compared with the regular term returns received from the districts. Where it is found the attendance is not satisfactory, the parents are advised that they will be expected to have their children in regular attendance in school in accordance with the provisions of The Truancy Act, their attention being called particularly to section 3 of The Truancy Act, which is as follows:

"Every child who has attained the age of seven years and who has not yet attained the full age of fourteen years shall attend school for the full term during which the school of the district in which he resides is open each year, unless excused for the reasons hereinafter mentioned."

The teachers are also asked to make further reports on the attendance of these particular pupils. In the great majority of cases when the parents realize that the irregular or nonattendance of their children is reported to the department and that The Truancy Act is being enforced, they immediately cause their children to commence regular attendance. In cases where the parents still neglect to cause their children to so attend they are again advised and their attention called to the penalties of the Act as outlined under section 9, which is as follows:

"Any parent, guardian or other person having the charge or control of any person between the ages mentioned in section 3 of this Act, who within five days after having been notified as provided in the preceding section, neglects or refuses to cause such child to attend school and continue in regular attendance thereat, unless such child be excused from attendance as provided by this Act, shall upon summary conviction be subject to a penalty not exceeding \$10.00, and in default to imprisonment for a term not exceeding ten days."

When this second notice has not the desired effect the cases are either reported to the inspectors, who are asked to investigate, and if necessary prosecute, or in some cases the required warnings are issued, and steps taken to prosecute, directly by this branch. Before laying information against a parent it is necessary to send him a warning notice as outlined under Schedule "A" of The Truancy Act, advising him that his child must be in school within five days or prosecution will follow. In practically all cases upon receipt of this final warning the parents caused the children to attend school, but in a few cases it was found that the children were really exempt from attendance.

In the rural districts 3,680 cases of irregular or nonattendance were dealt with during the year. Of this number 2,000 were cases of irregular attendance, 1,316 were cases of pupils who were not previously enrolled, and 364 of children not between seven and fourteen years of age or at too great a distance from the school. As a result of the enforcement of The Truancy Act, of the 3,120 pupils who were not exempt from attendance, 2,639 or 84 per cent. attended school subsequently, 2,244 or 72 per cent. regularly, and 395 or 12 per cent. irregularly. Of the 2,000 cases of irregular attendance investigated, 197 were found to be exempt, and of the others 1,623 or 90 per cent. attended school after the parents were notified, 75 per cent. regularly and the other 15 per cent. somewhat irregularly. Of the 1,316 cases of non-attendance receiving attention it was found that 182 were exempt for

various reasons, while of the others 852 or 75 per cent. attended school subsequently, 748 or 66 per cent. regularly, and 104 or 9 per cent. irregularly. It was found necessary in 241 cases to serve the required warning notices on parents. Subsequent reports indicated that the great majority of these children then commenced, but in some cases it was found that the children were really exempt. In 17 cases it was necessary to take the parents into court, and in 16 of these cases convictions were secured, and in the other case it was proved that the girl was over 14 years of age. Instead of imposing a fine in one case the parent was placed under bonds to the extent of \$100.00 as a guarantee that he would cause his daughter to attend school as required by the Act.

As an example of the improvement in the attendance where the parents were simply notified of the requirements of The Truancy Act without it being found necessary to take any steps with respect to prosecution, the case of the Kaluz School District, No. 1631, might be taken. The average attendance in this district during the second term of 1913 was 11. During 1914 the parents of the children whose attendance was unsatisfactory were fully advised of the provisions of The Truancy Act and the penalties attached thereto for failure to comply with the same. The average attendance in this district during the first term of 1914 was 26, and during the second term of 1914, 28.

In the Schultz District, No. 1226, conditions were different, and during the second term of 1913 there was an enrollment of 36 pupils and an average attendance of only 11. During the early part of 1914 the parents in this district were fully advised as to the requirements of The Truancy Act and in some cases received repeated notification or warnings to have the children in school regularly. The great majority caused the children to so attend, but as there was a certain number who were making no effort to comply with the law four cases were taken before a Justice of the Peace during the latter part of the term and in each case a conviction was secured and a fine imposed. During the second term of 1914 in this district there was an enrollment of 39 and an average attendance of 25.

In many of the districts it was found that although there were quite a number of children of school age in the district, yet the previous returns indicated that only a small number were enrolled and the regularity of attendance was not satisfactory. As an instance of this carelessness on the part of parents with respect to having their children in school I might mention the Quarrel School District, No. 1504. In this district during the second term of 1913, there was an enrollment of 12 and an average attendance of 5. I personally visited this district during the first term of 1914 and found that there were over 20 children of school age in the district, and these children had all been in the district during 1913. I called on a number of the parents and served warning notices in certain cases. As a result of this visit practically all the pupils of school age were enrolled and attending regularly. In two cases, however, this attendance was perfunctory, and the parents of these children were taken before a Justice of the Peace and a fine imposed. In this district during the second term of 1914, there was an enrollment of 24 and an average attendance of 15.

During the year 1914 there were in the neighbourhood of 2,000 rural and village school districts in operation and truancy returns were received from the teachers of these districts at the end of each quarter. In a great many of the districts it was found that the attendance was

greatly improved over previous years and it was found necessary to investigate cases in only some 894 of these districts. Undoubtedly this number was so reduced on account of the work done by the inspectors in their capacities as provincial truant officers. During the regular work of inspection they found time to give considerable attention to the question of the attendance of the pupils. In many cases it was found possible to make a personal visit to the parents whose children were not attending regularly and where this was not possible the parents were notified by letter, either mailed or delivered. As this branch and the inspectors co-operated with regard to this question of attendance the inspectors were in a position, when they visited the district to give attention to the more



DIDSBURY SCHOOL

urgent cases. A record was kept of the different districts dealt with in each inspectorate and from time to time the inspector was supplied with a list of schools in his inspectorate, in which cases of truancy required attention. This letter contained information as to the names and ages of the children and the names of the parents, also a record of the attendance as shown by the returns to the department. In addition to this information the inspector required from the teachers returns from time to time as to the attendance of the children. Thus as the teachers were writing to this branch and to the inspectors and this branch and the inspectors were exchanging information obtained and actions taken, the result was there were very few cases of irregular or nonattendance that did not receive attention during the year.

All of which is respectfully submitted.

M. M. O'BRIEN,
Chief Provincial Truant Officer.

SCHOOL DEBENTURE BRANCH.

REPORT OF W. R. ALGER,
SCHOOL DEBENTURE BRANCH.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration a report on the work performed by the Debenture Branch of the Department of Education since its activities were extended in March, 1914.

From time to time during the past few years correspondence with bond houses and other investors revealed a disinclination in certain quarters to purchase rural school debentures. An investigation into the causes of this prejudice made it clear that the objectionable features were such that they could be largely overcome by broadening the scope of operation and enlarging the supervision of the Debenture Branch. It was found that through the business inexperience of rural and village trustees and their officers, and the frequent changes in these offices, the school board, in many cases, knew nothing of a maturing coupon until the debenture holder complained either to the board direct or through the department regarding the default. In many cases, too, the person whose name appeared on the debenture as secretary-treasurer was no longer a resident of the district, and letters addressed to him frequently failed to reach his successor, and thus the board remained unaware of the annoyance and anxiety which was caused by their failure to redeem the maturing coupon.

Early in the year I visited several large bond houses in the East in order to secure the view-point of the financial men interested in school and municipal debentures, and in order to overcome the objection referred to above and to render more attractive our school debenture offerings, the following plan of procedure was adopted:

Small rural school issues are offered in blocks of from \$10,000 to \$30,000, the individual debentures comprising the block all bearing the same rate and the same date of issue and of maturity, thus bringing such issues to the attention of the larger houses as well as to the small investors and so widening the market for such issues. Debenture holders were asked to advise the department sixty days before the maturity of coupons held, giving the name of the school district, the amount of the coupon and the place of payment, and we forthwith communicate with the proper officials of the district with a view to having them prepare to meet the payment when due, or otherwise, to arrange with the holder regarding any extension of time which the circumstances might require. The school inspectors were also given full particulars regarding maturing coupons in their respective districts, and in many cases were able to take the matter up with the members of the school board personally and give them such advice as might be necessary.

The year 1914 was a particularly trying one, owing, not only to

the widespread financial depression, but also to the partial or complete crop failure in a portion of the province, and it is therefore most gratifying to learn from several of the largest bond holders that on December 31st, 1914, the amount of outstanding debenture coupons appearing on their books against the rural school districts of Alberta was 50% less than the amount so outstanding at the end of the preceding year. This discovery on the part of debenture holders, notwithstanding the financial situation, has already very materially increased the attractiveness and consequently the price of Alberta rural school debentures.

A few words may be in place with reference to the selling price of these debentures. When this branch began operations in March rural school district debentures were selling at such a discount that the districts were paying over 9% for the proceeds of their debenture issues. This rate we were able to gradually reduce until, during the latter part of July, we were disposing of such debentures on a 7% basis. The outbreak of war about the 1st of August completely demoralized the money markets and several bond houses withdrew their tenders wherever possible, and as a consequence many securities were left on our hands. The amount of these rapidly increased so that about the end of October, in accordance with your instructions, I visited Chicago and other eastern points to endeavor to find a market for them. The result was highly satisfactory, and not only were all debentures held for sale by the Debenture Branch disposed of, but arrangements were made for future issues, and thus we have been able to open up larger markets not only in the United States but also in England, and we are now disposing of school debentures at nearly as good a price as we were obtaining before the commencement of the war. We have also been able to be of service to town and city boards for whom we have negotiated sales of their issues at very satisfactory prices.

It has required considerable time to enable us to properly establish our connections with large houses; but prospects are exceptionally good, and, with the co-operation which we are confident we shall receive from school boards with respect to the prompt protection of maturing coupons, we shall be able to place this class of security on a still higher basis and secure for school districts correspondingly higher prices.

I have the honour to be, Sir,

Your obedient servant,

W. R. ALGER,
School Debenture Branch.

PART III.

GENERAL STATISTICS

STATISTICS

GENERAL SUMMARY.

	1913	1914	
Number of school districts.....	2,235	2,360	
Increase.....			125
Number of school districts having schools in operation...	1,705	2,027	
Increase.....			322
Number of departments in operation	2,511	2,898	
Increase.....			387
Number of pupils enrolled....	79,909	89,910	
Increase.....			10,001
Average attendance of pupils..	45,888.01	54,582.92	
Increase.....			8,694.91
Percentage attendance of pupils	57.41	60.70	
Increase.....			3.29
Average length of school year,—days	158.59	167.65	
Increase.....			9.06
Total grants paid to school districts	\$479,945.46	\$523,822.39	
Increase.....			\$43,876.93
School debentures authorized..	\$2,893,628	\$1,723,050	
Decrease.....			\$1,170,578
School debentures registered..	\$3,925,505	\$1,952,000	
Decrease.....			\$1,973,505
Amount expended on school buildings and grounds.....	\$2,263,113.26	\$1,585,125.04	
Decrease.....			\$677,988.22
Amount expended on school teachers' salaries	\$1,672,525.93	\$2,050,697.01	
Increase.....			\$378,171.08
Paid on debentures and notes, including interest	\$3,754,081.22	\$3,165,523.51	
Decrease.....			\$588,557.71
Amount expended for all other purposes	\$994,465.63	\$1,033,546.11	
Increase.....			\$39,080.48

SCHOOL DISTRICTS.

Schools in existence at December 31st, 1913.....	2,235
Schools erected in 1914:	
Public schools.....	122
Separate schools.....	1
Consolidated	2
Total number of schools in province at December 31st, 1914.....	2,360

There also exist in the unorganized territory in the northern part of the Province 13 mission schools which formerly received support from the Dominion Government, and are now assisted by the Government of Alberta.

NUMBER OF SCHOOLS receiving grants for the years 1913 and 1914 and Departments in each.

Schools having	Total Schools.		Total Departments.	
	1913	1914	1913	1914
1 department.....	1,604	1,925	1,604	1,925
2 departments.....	38	40	76	80
3 ".....	20	19	60	57
4 ".....	10	11	40	44
5 ".....	6	9	30	45
6 ".....	7	4	42	24
7 ".....	3	2	21	14
8 ".....	2	2	16	16
9 ".....	2	3	18	27
10 ".....	1	2	10	20
11 ".....	2	2	22	22
12 ".....	1	1	12	12
13 ".....	1	1	13	13
15 ".....	1	..	15	..
16 ".....	1	..	16	..
18 ".....	..	2	..	36
19 ".....	1	..	19	..
31 ".....	1	..	31	..
45 ".....	1	..	45	..
46 ".....	1	..	46	..
57 ".....	..	1	..	57
60 ".....	..	1	..	60
186 ".....	1	..	186	..
189 ".....	1	..	189	..
220 ".....	..	1	..	220
226 ".....	..	1	..	226
	1,705	2,027	2,511	2,898

ATTENDANCE OF PUPILS

	1913	1914	Increase
No. of pupils attending school during year	79,909	89,910	10,001
No. of boys	41,449	46,769	5,320
No. of girls	38,460	43,141	4,681
Total aggregate attendance for 1st term	4,413,004	5,391,639	978,635
Total aggregate attendance for 2nd term	3,767,246	4,505,455	738,209
Total aggregate attendance for year....	8,180,250	9,897,094	1,716,844
Total average attendance for year.....	45,888.01	54,582.92	8,694.91

CLASSIFICATION OF PUPILS.

Grades.	No. of Pupils, 1913	Per cent. of Enrolment.	No. of Pupils, 1914	Per cent. of Enrolment.
I.....	25,630	32.08	26,845	29.86
II.....	10,786	13.49	12,194	13.56
III.....	10,860	13.59	12,304	13.68
IV.....	9,105	11.39	10,267	11.42
V.....	6,469	8.09	7,825	8.73
VI.....	5,583	6.99	6,867	7.63
VII.....	3,931	4.92	4,579	5.09
VIII.....	4,382	5.49	5,055	5.62
IX.....	1,642	2.06	1,939	2.15
X.....	710	.88	1,133	1.26
XI.....	523	.66	623	.69
XII.....	288	.36	279	.31
Totals.....	79,909	100.00	89,910	100.00

COMPARATIVE STATEMENT of Attendance and Classification of Pupils
in Graded and Ungraded Schools.

	Graded Schools.	Ungraded Schools.
Number of pupils enrolled.....	43,360	46,550
Aggregate days attendance of pupils.....	5,592,176	4,304,918
Daily average attendance of pupils.....	28,552.69	26,030.23
Percentage of attendance of total enrolment....	65.85	55.91
Average length of school year,—days.....	195.36	153.19
Classification—Grade I.....	12,161	14,684
" II.....	5,869	6,325
" III.....	5,450	6,854
" IV.....	4,426	5,841
" V.....	3,855	3,970
" VI.....	3,133	3,734
" VII.....	2,384	2,195
" VIII.....	2,508	2,547
" IX.....	1,611	328
" X.....	1,069	64
" XI.....	615	8
" XII.....	279	....
Total attendance.....	43,360	46,550

NOTE.—The statistics in the above table were compiled from the returns from 1,925 ungraded schools, representing 1,925 departments, and 102 graded schools, representing 973 departments.

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR.

Less than 20 days.....	5,884
Between 20 and 50 days.....	12,489
" 51 and 100 days.....	22,711
" 101 and 150 days.....	19,500
" 151 and 200 days.....	28,201
More than 200 days.....	1,125
Total.....	89,910

LENGTH OF THE SCHOOL YEAR.

Number of schools open less than 20 days.....	5
" " " " between 20 and 50 days.....	41
" " " " 51 and 100 days.....	224
" " " " 101 and 150 days.....	472
" " " " 151 and 200 days.....	753
" " " " over 200 days.....	532
Total.....	2,027

TEACHERS EMPLOYED, CERTIFICATES AND SALARIES.

Class of Certificate.	No. of Teachers.	Schools open the whole year.			No. of Teachers.	Schools open part of year.		
		Salaries per Year.				Salaries per Year.		
		Highest	Lowest	Average		Highest	Lowest	Average
First, male....	239	\$3000.00	\$540.00	\$1296.69	47	\$ 936.00	\$540.00	\$778.85
First, female..	334	2040.00	600.00	852.18	42	960.00	600.00	780.95
Second, male..	445	2000.00	600.00	834.92	153	1020.00	600.00	772.02
Second, female	1309	1400.00	600.00	776.42	298	1200.00	600.00	766.84
Third, male....	112	1200.00	600.00	745.19	79	936.00	630.00	772.92
Third, female..	175	1100.00	480.00	749.23	82	900.00	660.00	737.87
Permit, male..	85	936.00	480.00	746.00	215	936.00	600.00	750.63
Permit, female	110	1020.00	480.00	710.27	253	980.00	490.00	733.41
Town Schools.					Village Schools			
First, male....	146	\$3000.00	\$720.00	\$1563.02	32	\$1560.00	\$750.00	\$1036.87
First, female..	205	2040.00	660.00	911.45	22	900.00	720.00	783.81
Second, male..	61	2000.00	700.00	1117.21	61	1200.00	720.00	920.08
Second, female	631	1400.00	600.00	805.31	118	960.00	600.00	779.70
Third, male....	3	1200.00	820.00	973.33	6	900.00	720.00	820.00
Third, female..	14	1100.00	525.00	825.64	13	900.00	660.00	750.76
Permit, male..	..	.....	.....	.....	..	.....	.....	.....
Permit, female	..	.....	.....	.....	3	900.00	600.00	760.00
Yearly Rural Schools.					In All Schools.			
First, male....	61	\$ 960.00	\$540.00	\$ 795.54	286	\$3000.00	\$540.00	\$1211.59
First, female..	107	960.00	600.00	752.70	376	2040.00	600.00	844.23
Second, male..	323	1200.00	600.00	765.52	598	2000.00	600.00	818.83
Second, female	560	1000.00	600.00	743.19	1607	1400.00	600.00	774.65
Third, male....	103	936.00	600.00	734.19	191	1200.00	600.00	756.66
Third, female..	148	930.00	480.00	741.86	257	1100.00	480.00	745.61
Permit, male..	85	936.00	480.00	746.00	300	936.00	480.00	749.32
Permit, female	107	1020.00	480.00	708.93	363	1020.00	480.00	726.42

Total number of teachers employed during the year..... 3978

Total number of class-rooms in charge of teachers..... 2898

Altogether there were 1080 schools or rooms that changed teachers during the year.

Average salary, per year, paid to all teachers employed \$810.23

SCHOOL DISTRICT DEBENTURES

Year.	Debentures Authorized.		Debentures Registered.	
	No. of School Districts.	Amount.	No. of School Districts.	Amount.
1902.....	73	\$ 68,650	70	\$ 72,050
1903.....	83	108,135	93	109,285
1904.....	105	264,190	109	188,340
1905.....	120	159,325	111	228,725
1906.....	157	422,325	146	347,175
1907.....	171	674,515	135	485,165
1908.....	227	563,925	236	787,900
1909.....	204	978,550	207	975,950
1910.....	289	1,027,892	273	742,725
1911.....	312	1,524,707	277	1,501,560
1912.....	294	2,808,355	274	1,749,120
1913.....	278	2,893,628	278	3,925,505
1914.....	173	1,723,050	226	1,952,000

Debentures Sold Through Debenture Branch During 1914.

126 Rural School Districts.....	\$144,300.00
14 Village and Town Districts.....	114,700.00
3 City Districts.....	408,500.00
	<u>\$667,500.00</u>

RECEIPTS AND EXPENDITURES.

Summary of Receipts and Expenditures of School Districts for the Year.

Receipts.

Cash on hand January 1st.....	\$ 775,285.32
Proceeds from debentures	996,349.24
Taxes collected	3,028,775.30
Government grants	507,681.95
Pupils' fees	1,168.84
Borrowed by note	2,771,379.74
Amount advanced by treasurers.....	98,144.80
Received from other sources.....	150,011.52
	<u>\$8,328,796.71</u>

Expenditures.

Teachers' salaries	\$2,050,697.01
Officials' salaries	179,452.90
Paid on debentures	815,061.74
Paid on notes (renewals and interest).....	2,350,461.77
School buildings and repairs	1,324,470.44
School grounds	260,654.60
School furniture	118,381.71
Library and reference books	15,536.79
Apparatus and equipment.....	73,741.60
Supplies, stationery, etc.	81,418.48
Caretaking and fuel	267,644.08
Insurance	46,206.20
Other expenditure	251,164.35
Balance on hand December 31st.....	493,905.04
	<u>\$8,328,796.71</u>

Compiled from financial statements received from 2,128 school districts.

COMPARATIVE STATEMENT showing Receipts and Expenditures of Town, Village and Rural School Districts for the year.

Receipts.	Town and Village Districts.	Rural Districts.
Cash on hand January 1st.....	\$ 501,128.18	\$ 274,157.14
Proceeds of debentures	712,438.59	283,910.65
Taxes collected	1,680,013.60	1,348,761.70
Government grants	165,534.79	342,147.16
Pupils' fees	747.16	421.68
Borrowed by note	2,224,978.11	546,401.63
Amount advanced by treasurers.....	80,062.01	18,082.79
Other sources	100,763.08	49,248.44
Expenditures.	\$5,465,665.52	\$2,863,131.19
Teachers' salaries	\$1,014,508.75	\$1,036,188.26
Officials' salaries	85,587.60	93,865.30
Paid on debentures	533,850.06	281,211.68
Paid on notes (renewals and interest).....	1,755,839.49	594,622.28
School buildings and repairs	1,034,625.77	289,844.67
School grounds	218,891.17	41,763.43
School furniture	52,035.86	66,345.85
Library and reference books	6,594.56	8,942.23
Apparatus and equipment	60,485.40	13,256.20
Supplies, stationery, etc.	57,262.80	24,155.68
Caretaking and fuel	175,723.71	91,920.37
Insurance	27,579.43	18,626.77
Other expenditures	189,907.69	61,256.66
Balance on hand December.....	\$ 252,773.23	\$ 241,131.81
Total.....	\$5,465,665.52	\$2,863,131.19

COMPARATIVE STATEMENT showing Assets and Liabilities of Town, Village and Rural Districts for the year.

Assets.	Town and Village Districts.	Rural Districts.
Cash on hand.....	\$ 252,773.23	\$ 241,131.81
Arrears of taxes due.....	1,286,272.42	1,191,178.28
Estimated value of lands and buildings.....	10,952,474.99	2,490,512.55
Estimated value of furniture and apparatus..	553,874.67	491,745.72
Estimated value of school libraries.....	33,009.25	53,588.49
Other assets	1,356,713.22	30,941.07
Liabilities.	\$14,435,117.78	\$4,499,097.92
Teachers' salaries.....	\$ 15,613.32	\$ 143,503.25
Debenture indebtedness.....	9,528,165.19	1,499,212.95
Outstanding accounts.....	1,162,780.73	339,706.84
Amounts due treasurers.....	52,658.94	2,675.91
Excess of assets over liabilities.....	3,675,899.60	2,513,998.97
	\$14,435,117.78	\$4,499,097.92

SUMMARY OF ASSETS AND LIABILITIES of all School Districts
for the year.**Assets.**

Cash on hand	\$ 493,905.04
Arrears of taxes due	2,477,450.70
Estimated value of lands and buildings.....	13,442,987.54
Estimated value of furniture and apparatus.....	1,045,620.39
Estimated value of school libraries	86,597.74
Other assets	1,387,654.29
	<u>\$18,934,215.70</u>

Liabilities.

Teachers' salaries	\$ 159,116.57
Debenture indebtedness	11,027,378.14
Outstanding accounts	1,502,487.57
Amounts due treasurers for money advanced.....	55,334.85
Excess of assets over liabilities	6,189,898.57
	<u>\$18,934,215.70</u>

COMPARATIVE COST OF EDUCATION.

In All Schools—

Cost per pupil per year according to enrolment.....	\$46.43
" " " " " " " " average attendance.....	76.55
Average cost per pupil for each day in attendance.....	.42.24

In Ungraded Schools—

Cost per pupil per year according to enrolment.....	\$37.59
" " " " " " " " average attendance.....	67.33
Average cost per pupil for each day in attendance.....	.40.71

In Graded Schools—

Cost per pupil per year according to enrolment.....	\$56.04
" " " " " " " " average attendance.....	85.04
Average cost per pupil for each day in attendance.....	.43.42

In Town and Village Schools—

Cost per pupil per year according to enrolment.....	\$36.79
" " " " " " " " average attendance.....	59.87
Average cost per pupil for each day in attendance.....	.29.98

In City Schools—

Cost per pupil per year according to enrolment.....	\$67.06
" " " " " " " " average attendance.....	97.99
Average cost per pupil for each day in attendance.....	.50.54

PROVINCIAL CERTIFICATES GRANTED

	Alberta.	Other Province	British Isles.	Total.	Grand Total.
(a) Interim Certificates.					
1st Class to Alberta Teachers.....	153	....	....	153	
" " " Teachers from Saskatchewan .....	....	4	....	....	
" " " " " Ontario .....	....	2	....	....	
" " " " " Manitoba .....	....	2	....	....	
" " " " " Nova Scotia .....	....	3	....	....	
" " " " " New Brunswick .....	....	4	....	15	
" " " " " England .....	....	....	7	....	
" " " " " Scotland .....	....	....	3	10	
" " " " " United States .....	....	1	....	1	179
2nd Class to Alberta Teachers.....	263	....	....	263	
" " " Teachers from Saskatchewan .....	....	25	....	....	
" " " " " Ontario .....	....	63	....	....	
" " " " " Manitoba .....	....	10	....	....	
" " " " " Nova Scotia .....	....	16	....	....	
" " " " " New Brunswick .....	....	13	....	....	
" " " " " Quebec .....	....	5	....	132	
" " " " " England .....	....	....	29	....	
" " " " " Scotland .....	....	....	7	....	
" " " " " Ireland .....	....	....	14	50	445
3rd Class to Alberta Teachers.....	23	....	....	23	
" " " Teachers from Saskatchewan.....	....	13	....	....	
" " " " " Ontario .....	....	43	....	....	
" " " " " Manitoba .....	....	19	....	....	
" " " " " Nova Scotia .....	....	30	....	....	
" " " " " New Brunswick .....	....	19	....	....	
" " " " " Quebec .....	....	2	....	....	
" " " " " Prince Edward Island .....	....	15	....	....	
" " " " " British Columbia .....	....	1	....	142	
" " " " " England .....	....	....	26	....	
" " " " " Scotland .....	....	....	3	....	
" " " " " Ireland .....	....	....	1	30	
" " " " " United States .....	....	22	....	22	217
Kindergarten to Teachers from Ontario.....	....	2	....	2	2
(b) Professional Certificates.					
1st Class Professional Certificates.....	143	....	....	....	
2nd " " " " "	377	....	....	....	
3rd " " " " " .....	....	....	....	....	520
* (c) Provisional Certificates.					
Provisional Certificates (Permits)	663	....	....	....	663
(d) Non-Professional Certificates.					
Grade XII. Diplomas	120	....	....	....	
" XI. "	247	....	....	....	
" X. "	392	....	....	....	
" VIII. (Public School leaving) ..	490	....	....	....	2249

NOTE.—Interim Certificates are granted to teachers who complete a course of training at one of our Provincial Normal Schools or who present approved Professional Certificates from the Eastern Provinces or elsewhere.

Professional Certificates are granted to teachers who have taken Normal Training and who have taught successfully in the province for at least one year on their Interim Certificates.

* Including Temporary Certificates to substitutes for teachers who were ill or who were required to attend Normal School.

EXAMINATIONS.

Grades VIII. and X.

Centre.	Number of Candidates.	
	Grade VIII.	Grade X
Alix	6	1
Athabasca	7	..
Banff	11	..
Baraca (Laurier S.D.)	1	..
Bassano	5	..
Bawlf	7	4
Beiseker	2	..
Blairmore	17	7
Calgary	241	88
Camrose	34	12
Cardston	38	2
Carmangay	13	6
Carstairs	9	8
Castor	10	9
Champion	10	..
Claresholm	8	8
Cochrane	5	4
Coronation	12	2
Crossfield	22	..
Daysland	17	2
Didsbury	29	13
Edmonton	398	103
Edson	9	..
Fort Saskatchewan	8	2
Gadsby	3	2
Gleichen	14	1
Glenwoodville	11	..
Granum	14	5
Grassy Lake	13	..
Grouard	1	..
Hanna	19	3
Hardisty	14	2
High River	38	9
Holden	8	..
Innisfail	24	14
Killam	22	6
Knee Hill Valley (Millner S.D.)	10	..
Lacombe	34	18
Lamont	11	9
Langdon	16	6
Leduc	20	..
Lethbridge	68	18
Lloydminster	13	4
Macleod	27	4
Magrath	20	1
Medicine Hat	87	21
Morinville	8	..
Munson	12	3
Nanton	19	4
Okotoks	28	11
Olds	41	7
Penhold	10	..
Pincher Creek	22	5
Ponoka	46	16
Provost	10	..
Raymond	20	6
Redcliff	9	..
Red Deer	72	28

DEPARTMENT OF EDUCATION
EXAMINATIONS—Continued.
Grades VIII. and X.

Centre.	Number of Candidates.	
	Grade VIII.	Grade X.
Rimbey (Blindman Valley S.D)	3	..
Ryley	13	7
Sibbald (Highland Park S.D.)	1	..
Sleepy Hollow (Crocusdale S.D.)	2	..
Spirit River	3	..
Stavely	12	..
Stettler	33	23
Steveville (Kitchener S.D.)	2	..
Stirling	7	6
Strathmore	6	..
Sunnynook (Viola S.D.)	1	..
Taber	16	4
Tofield	10	..
Trochu	10	3
Vegreville	35	16
Vermilion	39	8
Viking	8	..
Wainwright	25	..
Warner	10	2
Wetaskiwin	41	7
Youngstown	13	..
Totals	1,993	550
Total		2,543
Number of candidates who passed.....	1,490	391
Total passed		1,881

EXAMINATIONS.

Grades XI. and XII.

Centre.	Number of Candidates.		
	Grade XI.	Grade XII.	Others.
Calgary	49	31	25
Camrose	11	5	1
Edmonton	77	45	27
Edson	..	..	2
Green Court	1	..	..
High River	11	1	..
Holden	..	..	1
Innisfail	8	..	..
Lacombe	9	4	..
Lethbridge	11	7	7
Macleod	9	..	1
Medicine Hat	15	7	6
Olds	10	..	2
Ponoka	10	1	2
Raymond	10	5	..
Red Deer	22	16	1
Ryley	3	..	..
Stettler	4	..	..
Taber	2	3	..
Vegreville	2	4	..
Vermilion	7	..	1
Wainwright	1	2	1
Wetaskiwin	7	9	1
Warner	..	..	1
Totals	279	140	*79
Total		419	498
Number of candidates who passed.....	243	115	
		258	

* This number includes matriculants, American teachers writing on special subjects and other special cases.

CONVENTIONS.

The following is a list of the Teachers' Conventions in Alberta.

Place of Meeting.	When Held.	Teachers' Attendance.
Lethbridge	April 14th, 15th and 16th.....	495
Olds	October 8th and 9th	86
Stettler	October 8th and 9th	63
Vegreville	October 8th and 9th	93
Red Deer	October 8th and 9th	82
Hanna	October 15th and 16th	53
Medicine Hat	October 22nd and 23rd	85
Provost	October 22nd and 23rd	43
Calgary	October 29th and 30th	357
Edmonton	October 29th and 30th	488

SCHOOL INSPECTION.

Inspector.	No. of Districts or Depts. under jurisdiction.		No. of Schools or Depts. in operation.		No. of Schools visited once only.		No. of Schools visited twice		Total number of visits.	
	Jan. 1	Dec. 31	Graded	Ungraded	Graded	Ungraded	Graded	Ungraded	Graded	Ungraded
J. A. Fife,										
J. A. Fife, Edmonton.....	260	331	274	54	177	29	7	17	191	63
J. A. Smith, Calgary.....	252	275	246	26	179	19	42	7	263	33
C. Sansom, Macleod.....	175	177	80	96	64	43	12	15	88	73
J. A. MacGregor, Tofield.....	166	188	22	136	19	99	9	33	38	173
J. C. Butchart, Vegreville.....	168	183	23	143	19	131	4	17	27	165
J. Morgan, Lethbridge.....	224	225	97	119	89	87	0	6	89	99
Walter Scott, Hardisty.....	136	144	13	125	10	105	3	26	16	157
J. F. Boyce, Red Deer.....	145	153	34	108	30	80	4	21	38	122
H. R. Parker, Vermilion.....	117	127	14	110	10	74	4	44	18	162
F. L. Aylesworth, Olds.....	156	160	29	115	7	79	22	18	63	130
G. W. Gorman, Medicine Hat.....	183	217	74	115	49	67	0	0	49	67
M. O. Nelson, Wetaskiwin.....	148	154	30	118	30	41	0	82	30	205
P. H. Thibault, Stettler.....	142	145	18	129	15	121	0	28	15	177
J. J. LeBlanc, Onoway.....	158	196	18	133	13	98	5	47	33	198
Jno. W. Russell, High River.....	142	141	27	107	14	63	13	48	40	159
F. G. Buchanan, Hanna.....	158	173	10	138	8	122	1	31	10	197
M. E. LaZerte, Bassano.....	122	130	15	103	6	51	8	42	22	135
W. J. McLean, Coronation.....	124	126	8	118	8	55			8	55

SCHOOL INSPECTION.

Inspector.	Schools found closed once only during the year		Schools found closed twice during the year		Schools not in operation		No. of days spent in inspection work of schools	No. of days spent in investigation under instructions from Dept.	No. of days spent in performing duties as Official Trustee	No. of days spent in connection with Departmental Examinations	Distance travelled		
	Graded	Ungraded	Graded	Ungraded	Graded	Ungraded					Rail	Road	Total
J. A. Fife, Edmonton.....	0	4	0	1	0	1	143	5	4	18	1,859	1,812	3,671
J. A. Smith, Calgary.....	0	3	0	3	0	3	154	3	5	36	774	366	1,140
C. Sansom, Macleod.....	0	5	0	0	0	8	92	6	12	9	4,147	1,224	5,371
J. A. MacGregor, Tofield.....	0	45	0	4	0	7	101	15	30	0	7,324	1,984	9,308
J. C. Butchart, Vegreville.....	0	16	0	5	0	10	98	12	8	29	1,546	2,635	4,181
J. Morgan, Lethbridge.....	0	19	0	0	0	11	107	60	5	27	2,401	2,832	5,233
Walter Scott, Hardisty.....	0	11	0	1	0	2	101	26	26	0	1,720	2,218	3,938
J. F. Boyce, Red Deer.....	0	16	0	5	0	11	101	19	45	35	1,935	2,675	4,610
H. R. Parker, Vermilion.....	0	28	0	0	0	19	105	43	18	11	1,562	3,110	4,672
F. L. Aylesworth, Olds.....	0	14	0	1	0	16	90	21	39	12	2,038	1,865	3,903
G. W. Gorman, Medicine Hat.....	0	32	0	4	0	28	58½	66½	25	12½	1,744	2,671	4,415
M. O. Nelson, Wetaskiwin.....	0	20	0	4	0	4	123	12	18	13	1,836	2,290	4,126
P. H. Thibault, Stettler.....	0	21	0	4	0	4	123	26	11	11	780	2,473	3,253
J. J. LeBlanc, Onoway.....	0	23	0	10	0	25	129	34	18	11	4,169	2,590	6,629
Jno. W. Russell, High River.....	1	23	0	0	0	8	115	15	7	11	2,897	2,126	5,023
F. G. Buchanan, Hanna.....	0	22	0	2	0	3	125	18	0	6	2,323	2,745	5,068
M. E. LaZerte, Bassano.....	0	36	0	0	0	2	115	19	28	5	3,616	2,467	6,083
W. J. McLean, Coronation.....	0	18	0	0	0	2	41	12			975	1,260	2,235

Statement of Alexandra Readers Purchased and Distributed Free to Pupils.
Readers Purchased.

Year.	Primers.	Firsts.	Seconds.	Thirds.	Fourths.
1908	19,712	15,283	14,896	15,077	8,104
1909 .....	.....	.....	.....	5,095	5,095
1910	15,073	12,000	11,073	4,000	3,996
1911	15,000	3,500	4,000	3,000	2,500
1912	2,000	10,000	7,000	6,500	5,000
1913	15,000	12,000	9,753	10,000	9,000
1914	34,000	26,000	23,000	18,600	11,300
Total	100,785	78,783	69,722	62,272	44,995

Readers Distributed.

Year.	Primers.	Firsts.	Seconds.	Thirds.	Fourths.
1908	12,802	9,721	9,377	8,727	6,262
1909	5,913	4,610	4,980	5,148	3,934
1910	12,180	5,373	7,765	5,820	3,897
1911	7,870	9,427	6,689	6,079	4,503
1912	11,366	8,601	7,542	7,728	4,999
1913	14,932	11,648	10,059	9,597	6,520
1914	15,076	12,352	10,627	9,509	7,773
Total	80,139	61,732	57,039	52,608	37,888

Readers on Hand December 31st, 1914.

Year.	Primers.	Firsts.	Seconds.	Thirds.	Fourths.
1914	20,646	17,051	12,683	9,664	7,107

TOWN DISTRICTS

No.	Name of District.	Depts.	Principal	Cert.	Salary	Enrolment
7	Edmonton.....	202	E. L. Fuller.....	1st	\$2,500	9,621
19	Calgary.....	195	F. W. French.....	1st	1,800	9,587
47	Macleod.....	13	E. T. Mitchell.....	1st	1,600	432
51	Lethbridge.....	50	J. E. Hodgson.....	1st	2,200	2,036
76	Medicine Hat.....	57	L. J. Williams.....	1st	2,000	2,247
91	Fort Saskatchewan....	4	L. D. Von Iffland....	1st	1,300	213
103	Gleichen.....	4	H. D. McKay.....	1st	1,200	175
104	Red Deer.....	16	G. W. McKenzie.....	1st	2,000	694
121	Pincher Creek.....	5	Jas. B. Beddone.....	1st	1,400	180
144	High River.....	9	R. H. Liggett.....	1st	1,600	350
178	Okotoks.....	4	Jas. A. Davidson.....	2nd	1,100	217
210	Innisfail.....	6	H. R. Sharples.....	1st	780	277
235	Olds.....	6	L. E. Grace.....	2nd	1,380	267
243	Nelson (Lacombe)...	8	N. E. Carruthers.....	1st	1,750	345
264	Wetaskiwin.....	16	A. C. Crosby, B.A....	1st	2,000	707
297	Leduc.....	4	Wm. McG. Mitchell..	1st	1,200	201
423	Ponoka.....	6	Owen Williams.....	1st	1,300	256
457	Cardston.....	10	Jas. W. Low.....	1st	1,400	496
620	Magrath.....	9	Clarence Ostlund....	1st	1,200	313
628	Blairmore.....	7	J. W. Verge.....	1st	1,300	319
641	Lamont.....	2	J. M. Roxburgh.....	1st	960	106
647	Galt (Stirling).....	5	Wm. Munroe.....	2nd	950	194
652	Didsbury.....	5	R. V. Howard.....	1st	1,500	255
700	Raymond.....	11	B. H. Smith.....	1st	1,250	551
730	Nanton.....	4	H. C. McKay.....	2nd	1,200	197
764	Claresholm.....	5	J. W. Ford.....	1st	1,400	239
839	Athabasca.....	4	Marian Gill.....	1st	1,000	211
892	Irvine.....	3	Unice M. Church.....	2nd	850	168
933	Taber.....	10	L. E. Lynd.....	1st	1,600	474
944	Stavely.....	2	Wm. J. Thorpe.....	1st	1,200	89
1216	Coleman.....	9	W. S. Black.....	1st	1,500	444
1289	Granum.....	3	Eustace Dudley.....	1st	1,000	105
1315	Camrose.....	11	J. G. Ferguson.....	1st	1,600	387
1446	Vermilion Centre.....	6	R. B. Brooks.....	1st	1,300	267
1475	Stettler.....	7	W. W. Scott.....	1st	1,700	333
1480	New Vegreville.....	8	H. C. Newlands.....	1st	1,500	350
1539	Daysland.....	2	A. H. MacLachlan....	2nd	1,000	64
1587	Strathmore.....	3	Wm. Jones.....	1st	1,400	179
1638	Stony Plain Village...	2	R. B. Empey.....	2nd	1,000	109
1658	Wainwright.....	5	W. J. MacLean.....	1st	1,800	189
1659	Hardisty.....	3	Grant Mowat.....	1st	1,200	155
1861	Diamond City.....	2	Mary Reid.....	2nd	900	59
1939	Tofield Village.....	5	G. H. Butcher.....	1st	1,500	212
2087	Carmangay.....	3	C. H. Murray.....	1st	1,100	118
2092	Dennis (Brooks).....	3	J. F. Kyle.....	2nd	900	132
2131	Bassano.....	4	Mgt. M. Golden.....	2nd	900	199
2194	Castor.....	5	Joseph Reid.....	1st	1,500	232
2283	Redcliffe.....	8	W. H. Thorpe.....	1st	1,350	400
2298	Edson.....	5	Wm. Garner.....	1st	1,600	204
2567	Grouard.....	1	L. A. Russell.....	2nd	1,200	67
2912	Hanna.....	1	Erb. DeBow.....	2nd	1,150	...
3	St. Albert (R.C. Pub.)..	4	Sr. E. B. Savard.....	1st	850	157
35	Thibault (Morinville)..	2	Sr. H. Fortier.....	1st	825	92

Separate School Districts

1	Calgary, R.C.....	18	Sr. M. E. McNamara	1st	1,700	454
7	Edmonton, R.C.....	31	Sr. A. McKinnon....	...	...	1,550
8	Holy Cross, M'leod, R.C.	2	Teresa A. Thomas....	2nd	840	44
9	Lethbridge, R.C.....	7	Sr. E. M. Byers.....	1st	800	347
15	Sacred Heart, R.C....	2	Sr. Marie Ange.....	2nd	840	88
16	St. Martin, R.C.....	4	Sr. St. A. Doyle.....	2nd	850	132
17	North Red Deer, R.C..	2	Sr. A. D. LaTrinite..	2nd	720	105
18	St. Michael, R.C.....	2	Sr. M. L. Bonheur...	1st	684	91
21	St. Louis, R.C.....	3	Sr. A. M. Bourgette..	2nd	1,020	...
1	Morinville, P.....	...	...	...	...	...

ATTENDANCE IN TOWN SCHOOLS.

Public Schools.

No.	Name of District.	Enrolled.	Average Attendance	Percentage of Attendance.
7	Edmonton.....	9,621	6,644.40	69.06
19	Calgary.....	9,587	6,804.43	70.97
47	Macleod.....	432	282.68	65.43
51	Lethbridge.....	2,036	1,324.77	65.06
76	Medicine Hat.....	2,247	1,458.49	64.90
91	Fort Saskatchewan.....	213	131.65	61.80
103	Gleichen.....	175	97.86	55.92
104	Red Deer.....	694	495.89	71.45
121	Pincher Creek.....	180	109.50	60.83
144	High River.....	350	270.59	77.31
178	Okotoks.....	217	144.13	66.41
210	Innisfail.....	277	162.23	58.56
235	Olds.....	267	187.47	70.21
243	Nelson (Lacombe).....	345	242.06	70.16
264	Wetaskiwin.....	707	461.85	65.32
297	Leduc.....	201	125.77	62.57
423	Ponoka.....	256	186.67	72.91
457	Cardston.....	496	323.50	65.22
620	Magrath.....	313	213.87	68.32
628	Blairmore.....	319	218.00	68.33
641	Bloomfield.....	106	63.35	59.76
647	Galt (Stirling).....	194	130.29	67.15
652	Didsbury.....	255	164.59	64.54
700	Raymond.....	551	316.98	57.52
730	Nanton.....	197	126.43	64.17
764	Claresholm.....	239	154.91	64.81
839	Athabasca.....	211	109.17	51.73
892	Irvine.....	168	103.36	61.52
933	Taber.....	474	296.62	62.57
944	Stavely.....	89	58.37	65.58
1216	Coleman.....	444	304.66	68.61
1289	Granum.....	105	59.25	56.42
1315	Camrose.....	387	243.09	62.81
1446	Vermilion Centre.....	267	162.64	60.91
1475	Stettler.....	333	196.62	59.04
1480	New Vegreville.....	350	192.54	55.01
1539	Daysland.....	64	40.13	62.70
1587	Strathmore.....	179	96.42	53.86
1638	Stony Plain Village.....	109	58.68	53.83
1658	Wainwright.....	189	123.99	65.60
1659	Hardisty.....	155	94.21	60.78
1861	Diamond City.....	59	37.38	63.35
1939	Tofield Village.....	212	131.19	61.88
2087	Carmangay.....	118	78.95	66.90
2092	Dennis (Brooks).....	132	62.75	47.53
2131	Bassano.....	199	125.12	62.87
2194	Castor.....	232	124.67	53.73
2283	Redcliff.....	400	228.42	57.10
2567	Grouard.....	67	28.55	42.61
2912	Hanna.....	...	....	....
3	St. Albert (R.C. Public).....	157	110.86	70.61
35	Thibault (Morinville).....	92	49.83	54.16

Separate Schools.

1	Calgary.....	454	294.02	64.76
7	Edmonton.....	1,550	991.77	63.98
8	Holy Cross (Macleod).....	44	29.21	66.38
9	Lethbridge.....	347	215.71	62.16
15	Sacred Heart (Wetaskiwin)...	88	58.21	66.14
16	St. Martin (Vegreville).....	132	88.21	66.82
17	North Red Deer.....	105	70.13	66.79
18	St. Michael (Pincher Ck.).....	91	45.82	50.35
21	St. Louis.....	139	72.17	51.92
1	Morinville.....	...	....	....

EDUCATIONAL INSTITUTIONS NOT DIRECTLY UNDER CONTROL OF DEPARTMENT.

Name of Institution.	Class.	Location.	Number of Pupils under 14.			Number of Pupils 14 and over.			Preparation for Prov. Dept. Exams.
			Boys	Girls	Total.	Boys	Girls	Total.	
Alberta College	Theological, Secondary, Music and Elocution	Edmonton S.	..	..	..	145	15	160	Yes ..
Alberta College	Preparatory and Commercial ..	Edmonton ..	..	..	..	..	..	63	.. No
Robertson College	Theological and Preparatory ..	Edmonton S.	..	11	11	..	33	33	Yes ..
Alberta Ladies' College	Girls' Residential School	Red Deer	..	..	..	..	..	..	..
St. Hilda's College	Girls' Residential School	Calgary	..	..	..	..	..	..	..
Westward Ho College	Preparatory	Edmonton ..	..	..	..	..	..	..	..
Calgary College	Higher Education, Arts & Law ..	Calgary	..	..	..	..	..	..	..
Bishop Pinkham College	Secondary	Calgary	..	..	..	..	..	..	..
Mount Royal College	Secondary	Calgary	..	..	..	..	..	..	..
Western Canada College	Preparatory and Secondary	Calgary	1	..	1	97	91	189	Yes ..
Knight's Academy	Theological and Secondary	Raymond	..	..	..	..	..	..	..
Juniorate of St. John the Apostle	Secondary	Edmonton S.	10	..	10	26	..	26	.. No
Jesuit College	Preparatory, Secondary, Theological and Commercial	Edmonton ..	..	..	..	..	..	..	..
Southern Alberta Business College	Commercial	Medicine Hat ..	..	..	..	15	20	35	.. No
Calgary Business College	Commercial	Calgary	..	..	..	..	20	28	..
Pioneer Business College	Commercial	Calgary	..	..	..	8	..	..	When req'd ..
McTavish Business College ..	Commercial	Edmonton ..	..	..	..	..	..	..	..
Camrose Lutheran College ..	Preparatory, Secondary and Commercial	Camrose	..	..	..	..	..	..	..
Lutheran School	Religious School of United Lutheran Church	Chauvin	..	..	..	..	..	..	..
St. Matthew's Parochial School	Preparatory	Stony Plain	19	23	42	10	13	23	..
Alberta Industrial Academy ..	Preparatory and Theological ..	Lacombe	..	38	70	..	10	10	..
St. Joseph's Convent	Preparatory	N. Red Deer ..	32	..	..	..	..	5	Yes ..
St. Mary's Apostolic School ..	Secondary	N. Red Deer ..	4	..	4	5	..	..	.. No
Lutheran Immanuel School	Parochial Preparatory	Calgary	33	24	57	1	2	3	.. No
Zion Parochial School	Preparatory	Wetaskiwin ..	8	8	16	2	..	2	Yes ..
Seventh Day Adventist Church School	Preparatory	Edmonton S.	10	8	18	2	1	3	.. No
Rosebud Church School	Church School	Beiseker	23	21	44	10	2	12	.. No
Youville Convent	Preparatory and Indian School ..	St. Albert	167	135	302	10	25	35	Yes ..
Star School	Kindergarten and Preparatory ..	Woodbend	4	5	9	1	..	1	.. No

EDUCATIONAL INSTITUTIONS NOT DIRECTLY UNDER CONTROL OF DEPARTMENT.

Name of Institution.	Class.	Location.	Number of Pupils under 14.			Number of Pupils 14 and over.			Preparation for Prov. Dept. Exams.	
			Boys	Girls	Total.	Boys	Girls	Total.	Dept.	No.
St. Paul's Parochial School...	Preparatory	Golden Spike.	10	24	34	2	..	2	..	No.
St. John's Lutheran Parochial School	Secondary	Trochu Valley	7	7	14	..	1	1	Yes	..
Redeemer's Parochial School	Preparatory	Calgary	18	19	37	..	..	..	Yes	..
Christ's Parochial School	Preparatory	Mellowdale	5	7	12	..	..	..	No	No
Lac la Biche Convent	Preparatory	Lac la Biche	17	14	31	2	1	3	..	No
Notre Dame Convent	Preparatory and Secondary	Morinville	23	42	65	..	13	13	Yes	..
Private Lutheran School of Lake Whitney District	Preparatory	Heinsburg	5	9	14	..	..	..	..	No
Our Lady of the Rosary School	Elementary and Provisory	Castor	11	7	18	..	1	1	..	No
St. Anthony's Indian Bdg School	Intermediate and Grammar	Union Lake	26	27	53	1	7	8	..	No
Seminary of the Holy Family	Secondary	St. Albert	6	..	6	14	..	14	..	No
Sacred Heart Indian Boarding School	Preparatory	Brockton	14	12	26	..	3	3	..	No
St. Martin's Boarding School	Secondary	Wabaskaw Lk.	22	18	40	3	..	3	..	No
Holy Angels School	Preparatory	Ft. Chipewyan	25	33	58	..	7	7	..	No
St. Bernard R.C. Boarding School	Preparatory and Secondary	Grouard	..	..	..	..	..	..	..	No
St. Henry's R.C. Boarding School	Preparatory and Secondary	Ft. Vermilion	33	28	61	3	6	9	..	No
St. Francois Xavier Indian Bdg. School	Preparatory	Sturgeon Lake Reserve	17	20	37	..	..	..	..	No
St. Augustine R.C. Boarding School	Preparatory and Secondary	Peace River Crossing	20	17	37	..	2	2	..	No
St. Bruno R.C. Boarding School	Preparatory	Lesser Slave Lake (Grouard)	20	18	38	..	2	2	..	No
Christ Church School		Shaftesbury, Peace River Crossing	13	14	27	13	14	27	..	No
St. Peter's School		Lesser Slave Lake (Grouard)	13	17	30	13	17	30	..	No
St. John's School		Wabaskaw	15	9	24	15	9	24	..	No
St. Andrew's School		White Fish Lk.	..	..	..	..	..	..	..	No
Stoney Point School		Ft. Vermilion	..	..	16	..	..	..	..	No
Irene School		Ft. Vermilion	..	..	..	..	..	..	..	No

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1914.

Name.	No.	Date of Erection.	Gen. Locat'n			Senior Trustee.
			Tp.	Rg.	M.	
Highridge	3086	Jan. 10	58	2	5	B. Blades, Manola.
Cherry Valley....	3087	Jan. 10	32	3	4	L. Prescott, Wilhelmina.
Bragg Creek.....	3088	Jan. 10	23	5	5	J. Clem, Bragg Creek.
Weise	3089	Jan. 10	32	15	4	Jacob Carstensen, Garden Plain.
Battle Height....	3090	Jan. 26	46	7	4	H. Mott, Wainwright.
Pleasant Heights.	3091	Feb. 10	36	9	4	E. Schulstad, Throne.
Northern Star....	3092	Feb. 10	55	5	4	A. Semple, Landonville.
Lewiston	3093	Feb. 10	63	23	4	A. Lewis, Lewiston.
Horseshoe	3094	Feb. 10	36	4	4	J. F. Ingersoll, Provost.
Arbogast	3095	Feb. 10	22	27	4	F. Leonard, Langdon.
Martin	3096	Feb. 10	55	4	4	Frank Dacar, Frog Lake.
Bohdan	3097	Feb. 24	53	9	4	F. Dmytriw, Myrnam.
Friedenstal	3098	Feb. 24	81	3	6	P. S. Gans, Friedenstal.
Lawndale	3099	Feb. 24	29	4	4	Jos Browne, Fairacres.
Evadne	3100	Feb. 24	23	4	4	Geo. Olds, Cappon.
Independent	3101	Feb. 24	6	17	4	J. C. Nielson, New Dayton.
Chilmaik	3102	Feb. 24	24	7	4	Chas. Palen, Clemens.
Haycroft	3103	Feb. 24	9	10	4	Geo. Evans, Bow Island.
Verna	3104	Feb. 24	22	2	4	W. World, Empress.
Meanook	3105	Feb. 24	64	22	4	J. Hopps, Meanook.
Flat Creek.....	3106	Mar. 3	66	19	4	J. J. LeBlanc (O.T.), Trent Apts., City.
High Bank.....	3107	Mar. 10	9	7	4	J. Berry, Seven Persons.
Rutherglen	3108	Mar. 10	49	13	4	James Finnemore, Viking.
Sunshine Valley...	3109	Mar. 10	72	26	4	J. Hess, Moose Portage.
West Athabasca..	3110	Mar. 13	66	23	4	A. Tjensvold, Athabasca.
Fredensfelt	3111	Mar. 25	15	1	4	O. Tierlie, Schuler.
Hansen Corners..	3112	Mar. 25	51	2	5	Chas. Clark, Inga.
Ryerson	3113	Mar. 25	30	8	4	D. H. Campbell, Youngs-town.
Derry	3114	Mar. 25	18	25	4	A. Smith, Ensign.
Cloverleaf	3115	Mar. 25	26	8	4	F. C. Lee, Collholme.
Ridgepark	3116	Mar. 25	51	14	4	Oscar Johnson, Vegreville.
North Clover Bar	3117	Apl. 6	53	23	4	S. Marler, Bremner.
Bearberry	3118	Apl. 11	33	7	5	Carl Hagenson, Bearberry.
Connor Creek....	3119	Apl. 11	58	8	5	Alfred Burton, Connor Creek.
Blueberry Valley.	3120	Apl. 11	40	4	5	T. McGuire, Leslieville.
Poplar Plains....	3121	Apl. 23	29	1	4	R. Richardson, Mere.
Willowlea	3122	Apl. 23	52	1	4	G. Marland, Streamstown.
Matlock	3123	Apl. 23	43	20	4	E. Johnson, Dorenlee.
Berkeley	3124	Apl. 23	28	24	4	J. I. McLennan, Grainger.
Ehman	3125	May 14	18	2	4	Reinhold Hauser, Hilda.
Choice	3126	May 14	40	9	4	John Hein, Nilrem.
Ranchville	3127	May 14	7	5	4	G. M. Sargeant, Ranchville.
Rosary	3128	May 14	45	25	4	Julius Forth, Wetaskiwin.
Princess Springs..	3129	May 14	21	4	4	W. Lee, Empress.
Valhalla	3130	May 14	74	9	6	O. M. Melsness, Lake Saskatoon.
Summerdale	3131	May 14	59	4	5	Chas. Sutherland, Mosside.
Maryland	3132	May 14	23	29	4	P. Bentley, Ogden.
Pine Knoll	3133	May 14	59	14	4	L. A. Seeger, Mortonmoor.
Beaver Mines....	3134	May 18	5	2	5	J. T. Moore, Beaver Mines.
Olin Creek.....	3135	June 12	9	1	5	K. Johnson, Cowley.
Dunstable	3136	June 15	56	2	5	J. B. Nixon, Dunstable.
Alderside	3137	June 15	33	23	4	John Cloakey, Trochu.
Eldorado	3138	June 15	49	7	5	S. Dunn, Rocky Rapids.
View Land.....	3139	June 15	34	3	4	G. W. Taylor, Wilhelmina.
Stettin	3140	June 15	56	1	5	Louis Dozois, Stettin.

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1914—Continued.

Name.	No.	Date of Erection.	Gen. Locat'n			Senior Trustee.
			Lt.	Rd.	M.	
North Berry Creek	3141	June 15	32	12	4	Walter Clark, Fertility.
Grangedale	3142	June 15	45	5	4	Geo. Kessler, Heath.
Woodgrove	3143	June 15	58	21	4	A. J. Clark, Redwater.
Buffalo Lake	3144	June 15	74	7	6	R. P. Henderson, Lake Sas- katoon.
Empress	3145	June 15	23	1	4	G. R. M. Stritzel, Empress.
Portobello	3146	June 15	47	26	4	P. Chellson, Millet.
Venice	3147	June 15	30	12	4	R. S. Waddell, Richdale.
Ricinus	3148	June 15	36	7	5	E. A. Godley, Ricinus.
Lakeland	3149	June 15	55	15	5	H. E. Burnell, Mussel.
Whitelock	3150	July 3	40	9	4	H. G. Richardson, Puffer.
Lunnford	3151	July 3	58	3	5	F. A. Pringle, Belvedere.
Jesmond	3152	July 3	24	3	4	C. H. Dwinnell, Vandyne.
Young Canada	3153	July 3	31	9	4	C. C. Barker, Reist.
Heathfield	3154	July 3	56	22	4	A. McIntyre, Battenburg.
Fork Lake	3155	July 3	63	11	4	M. Carlson, Grandin.
Allerton	3156	July 9	35	5	4	H. Isaac, Consort.
Stratford	3157	July 9	34	4	4	James Hays, Monitor.
Muir Lake	3158	July 21	53	28	4	W. R. Manning, Stony Plain.
Rodger's Chapter	3159	July 21	66	21	4	W. H. Gibson, Athabasca.
Alma-mater	3160	July 21	46	8	4	R. M. Harper, Irma.
Colorado	3161	July 21	23	16	4	H. A. Keener, Bassano.
Fletcher	3162	July 21	45	27	4	A. Unland, Chesterwold.
Bull Creek	3163	July 21	41	1	4	A. Godin, Killarney Lake.
Glenrose	3164	July 21	25	23	4	Douglas Horn, Tudor.
Mayfield	3165	July 21	46	6	4	D. Hamilton, Wainwright.
Chartier	3166	July 21	58	9	4	Edward Bousseau, St. Paul de Metis.
Rolly Point	3167	July 21	17	2	4	C. J. Weiss, Hilda.
Trinity	3168	July 21	27	2	4	Hugh Rose, Sibbald.
Colinton	3169	July 21	65	22	4	E. S. Jay Colinton.
Rearville	3170	Aug. 7	25	7	4	T. F. Watson, Rearville.
Forest	3171	Aug. 7	66	21	4	E. D. Johnson, Athabasca.
Lost Lake	3172	Aug. 7	14	18	4	W. L. Johnson, Lost Lake.
Dokeville	3173	Aug. 7	62	24	4	E. F. Gerlack, Rochester.
Vanrena	3174	Aug. 7	81	4	5	E. O. Gibson, Vanrena.
Lawrence Point	3175	Aug. 24	108	14	5	Sheridan Lawrence, N. Ver- milion.
Arbutus	3176	Sept. 10	38	6	5	S. B. Adams, Rocky Moun- tain House.
Fertile Forest	3177	Sept. 10	43	26	4	Edgar Williams, Ponoka.
Pleasant Vale	3178	Sept. 10	38	8	5	Donald Major, Dover Court.
Dauntless	3179	Sept. 10	11	5	4	David Oke, Dauntless.
Lake Whitney	3180	Sept. 10	56	4	4	Albert Winkler, Mooswa.
Owlseye Lake	3181	Sept. 24	59	10	4	H. R. Parker (O.T.), Ver- milion.
Odien	3182	Sept. 25	18	7	4	F. Bishop, Tripola.
Spread Eagle	3183	Sept. 25	3	29	4	F. F. Allred, Twin Butte.
Isojoki	3184	Sept. 25	40	8	5	W. A. Standinger, Rocky Mountain House.
Bellis	3185	Sept. 25	60	15	4	Paul Dudra, Bellis.
Bloomsbury	3186	Sept. 25	60	4	5	J. M. Johnson, Mellowdale.
Beaver Meadow	3187	Sept. 25	55	12	5	H. J. Hellekson, McLeod Valley.
Shining Bank Hill	3188	Sept. 25	56	15	5	H. B. McKenzie, Peers.
Fuller	3189	Oct. 10	42	3	5	C. S. Stollings, Rimbey.
Kinsella	3190	Oct. 10	46	11	4	C. Biederman, Kinsella.
Bulyea	3191	Nov. 10	45	24	4	O. E. Olson, Wetaskiwin.
Cereal	3192	Nov. 10	28	6	4	A. D. Bussard, Cereal.
Bluesky	3193	Nov. 10	81	1	6	A. Bourget, Bluesky.

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1914—Continued.

Name.	No.	Date of Erection.	Gen. Locat'n			Senior Trustee.
			Tp.	Rg.	M.	
Happy Valley...	3194	Nov. 10	73	10	6	C. J. Robertson, Beaver Lodge.
Glevennah	3195	Nov. 10	25	1	4	W. J. Nickel, Glevennah.
Derby	3196	Nov. 10	57	14	5	W. F. Taylor, Mahaska.
Sawridge	3197	Nov. 10	73	5	5	H. T. Cooper, Sawridge.
Richfield	3198	Nov. 10	1	22	4	M. Millar, Del Bonita.
Morgan	3199	Nov. 4	6	12	4	E. D. Medhurst, Foremost.
Willow Valley...	3200	Nov. 14	10	3	5	W. J. Riley, Lundbreck.
East Arrowwood	3201	Nov. 24	20	23	4	G. A. Shamberger, Gleichen.
Craig Murray...	3202	Nov. 25	29	5	4	A. E. Brown, Craig Murray.
W. Mountain View	3203	Nov. 30	2	28	4	Fred Neville, Mountain View.
Oakland	3204	Dec. 10	22	26	4	M. Van Der Velde, Langdon.
Atim Lake.....	3205	Dec. 10	53	27	4	W. E. Bristow, Spruce Grove.
Belle Plains.....	3206	Dec. 24	28	7	4	H. A. Fenske, Cereal.
Vernon	3207	Dec. 24	29	2	4	Henry Hugill, Mere.
Grouard R.C.S....	22	Feb. 10	75	14	5	J. O. Gariepy, Grouard.
Foremost Cons..	2	Dec. 2	6	12	4	E. D. Medhurst (official trustee), Foremost. J. Morgan (official trustee), Lethbridge.

PART IV.
APPENDICES.

APPENDIX A.

REGULATIONS OF THE DEPARTMENT OF EDUCATION.

APPROVED, SEPTEMBER, 1906.

1. These regulations shall apply to all schools under the control and management of the Department of Education.

SCHOOL GROUNDS.

2. In rural districts the site selected for the school house shall be at the centre of the district. If for any reason the central site is unsuitable the written sanction of the Minister of Education shall be secured before any other site is obtained. The site selected should as far as possible meet the following conditions: (a) It should be easily accessible to all the children of the district; (b) It should be in a dry, elevated position, admitting of easy drainage; (c) It should be removed from stagnant water and noisy surroundings.

Subject to the provisions of The School Ordinance in that behalf the board of any town or village school district may select such site or sites as in its judgment may seem desirable.

3. The school grounds in rural districts shall comprise an area of at least one acre, while in town and village districts the area should be at least one half of an acre. In shape the ground should be about twice as long as it is broad. It should be levelled and kept clear of all underbrush, weeds, rubbish, etc. The grounds should be surrounded by a suitable fence (not barbed wire), which should be kept in good repair. The fuel supply should be kept in a wood shed or suitable box, or it may be neatly piled near the school house.

4. Separate privies, under different roofs, shall be provided for the boys and girls. They should be separated by a close board fence at least six feet high, and their entrances should be effectually screened from observation. The outhouses shall be kept in a cleanly condition and in good repair.

5. If there is any likelihood of getting good water at a reasonable cost a well should be sunk on the premises. For sanitary reasons the well should be bored if practicable, and shall be so situated and protected as to be free from surface drainage and other impurities. In case an abundant supply of water is obtained the well should be pumped or baled out several times during the year. In all districts where water cannot be obtained by sinking a well the board shall provide a sufficient supply of wholesome drinking water for use during school hours.

SCHOOL HOUSE.

6. Every school room shall be built of such dimensions as to allow at least fifteen feet of floor space and 200 cubic feet of air space for each pupil in average attendance. The width of the room should be from two-thirds to five-sixths of the length and the ceiling should be at least 11 feet high.

7. A roomy porch or inner cloak room should be provided for the children's hats and wraps. The hooks used should be strong and firmly fixed to the walls. Shelves for dinner baskets and stands for a wash basin and a water pail should also be provided.

8. The windows should be placed at the left and, if necessary, behind the pupils. Those at the back should be near the left corner. Windows should never be placed facing the pupils. The total area of window glass should equal at least one-fifth of the floor space. The window sills should be from three and a half to four feet high and the top of the windows should extend to within six inches of the ceiling. Storm sashes should be provided when the school is to be kept open during the winter months. Light-colored curtains should be placed on all windows exposed to the direct rays of the sun.

9. Due provision should be made for comfortably heating the school room and for providing a sufficient supply of fresh air. Every school room shall be furnished with a thermometer. During cold weather a uniform temperature of about 66 degrees should be maintained. At least two of the windows—preferably those farthest apart shall be constructed so that they may be opened from the top and bottom. In school houses not having an efficient method of ventilation the air in the school room should be thoroughly changed at each recess by opening the windows and doors.

10. Every school shall be furnished with a suitable desk and chair for the teacher, a set of shelves and a cupboard for books and apparatus. For the accommodation of the pupils a sufficient number of either double or single desks—single desks being preferred—shall be provided. The desks shall be firmly fastened to the floor in rows with passages at least three feet wide between the outside rows and the walls of the school room.

If "home-made" desks are to be furnished care should be exercised in their construction. The top or lid should have a slightly sloping surface (15 degrees) and the back of the seat should be constructed at a slight angle.

The following table will be found helpful in selecting and arranging desks:

SINGLE SEATS AND DESKS.

	Size	Height of seat	Height of top	Width of top	Length	Floor space	Age Accommodated
Normal	1	17 in.	29 in.	16 in.	24 in.	28 in.	Adults
High School	2	16 in.	27½ in.	16 in.	24 in.	27 in.	16 to 20
Grammar	3	15 in.	25¾ in.	14 in.	21 in.	26 in.	12 to 18
1st Intermediate..	4	14 in.	24 in.	14 in.	21 in.	24 in.	10 to 15
2nd Intermediate..	5	13 in.	22¼ in.	12 in.	19 in.	22 in.	8 to 12
Primary	6	12 in.	20¾ in.	12 in.	19 in.	21 in.	5 to 8

DOUBLE SEATS AND DESKS.

	Size	Height of seat	Height of top	Width of top	Length	Floor space	Age Accommodated
Normal	1	17 in.	29 in.	16 in.	40 in.	28 in.	Adults
High School	2	16 in.	27½ in.	16 in.	40 in.	27 in.	16 to 20
Grammar	3	15 in.	25¾ in.	14 in.	38 in.	26 in.	12 to 18
1st Intermediate..	4	14 in.	24 in.	14 in.	38 in.	24 in.	10 to 15
2nd Intermediate..	5	13 in.	22½ in.	12 in.	36 in.	22 in.	8 to 12
Primary	6	12 in.	20¾ in.	12 in.	36 in.	21 in.	5 to 8

11. Every room shall be provided with at least sixty square feet of blackboard space. The blackboard should be at least four feet wide and not more than two and a half feet from the floor, and should extend across the room behind the teacher's desk. Additional blackboard space should be provided on the side of the room that has no windows. At the lower edge of each blackboard there should be a concave shelf or trough three inches wide for holding chalk and brushes.

Blackboards may be of slate, hyloplate, cloth, plaster or wood. Owing to the difficulty experienced in making durable and serviceable plaster blackboards they do not meet with favour. Blackboards of wood or cloth are not recommended except for temporary use. Considering the cost, durability and serviceableness of the various blackboards in use, hyloplate gives very general satisfaction.

SCHOOL EQUIPMENT.

12. Every school shall be provided with the prescribed school register, a globe, ball frame, dictionary, map of the World, map of North America, map of Canada, map of the Province of Alberta, a suitable supply of blackboard brushes and crayons, a thermometer, clock, broom, pail and cup, wash-basins and towels and one or two chairs in addition to the teacher's.

NOTE.—The following list which includes the equipment usually required for teaching the subjects prescribed for public school standards, will serve as a guide to trustees in making purchases:

Standard I: Ball frame, reading tablets, set of lineal measures (foot, yard, etc.), set of liquid measures (pint, quart, etc.).

Standard II: A globe, map of the World, sand-modelling board, and set of dry measures (gallon, peck and bushel).

Standard III: A dictionary, maps of North America and the Province of Alberta, a tape line (foot, yard, chains).

Standard IV: Maps of Canada, South America, Europe and Asia.

Standard V: Maps of Africa and Australia, and a British Empire Map of the World.

The following additional equipment is also recommended: Sets of authorized supplementary readers for each of the standards, a supply of coloured sticks and slats, pictures, drawing cards, etc., to provide busy work for pupils in Standard I; a box of coloured crayons, a Normal Music Chart; sets of Prang's Drawing Models; a set of geometrical solids, and a blackboard compass.

USE OF SCHOOL HOUSE AND GROUNDS.

13. Unless authorized by some Ordinance the school house or grounds shall not be used for any other than school purposes without the consent of the board, and no advertisement shall be posted on the school premises or distributed to the pupils unless approved in the same way.

SPECIAL HOLIDAYS.

14. Victoria Day (May 24th) has been fixed as a school holiday to commemorate the anniversary of the birthday of Queen Victoria, to familiarize pupils with the growth and development of the Empire, and to encourage and foster patriotic and imperial sentiments. In

order that the observance of this holiday may serve the purpose for which it is intended it is very desirable that exercises appropriate to the occasion should be arranged for. These may be held on the afternoon of May 23rd and should include short addresses, suitable recitations, the singing of patriotic songs, and the raising of the national flag.

The second Friday in May (Arbor Day) although a school holiday should be observed by trustees, teachers, and pupils in planting trees about the school and in beautifying and improving the school grounds. Additional interest in the observance of the day should be imparted by holding exercises in which songs, recitations and short addresses appropriate to the occasion should form a part.

CONDUCT OF SCHOOLS.

15. School shall be held between the hours of nine o'clock and twelve o'clock in the forenoon and half-past one o'clock and four o'clock in the afternoon (standard time) of every day except Saturdays, Sundays, and days declared to be holidays by or under The School Ordinance.

16. The board of any district may direct that school be opened at 9.30 a.m. during the whole or portion of the months of November, December, January and February; and the board of any rural district may direct that only one hour's intermission be taken at noon in which case school shall be closed at 3.30 p.m.

17. During both the morning and the afternoon sessions recreation periods of fifteen minutes each shall be allowed all pupils attending school. Upon direction of the board all or any of the pupils in Part I of Standard I shall be given additional recreation periods not exceeding one half hour during the day; and in town and village districts the board may direct that all or any of such pupils may be allowed to leave for their homes at any time between 11 and 12 a.m. and 3 and 4 p.m.

18. In case the board of any rural district desires to close its school for vacation at some time other than that provided by subsection 3 of section 134 of The School Ordinance such board shall apply to the department not later than May 31st in each year for permission to do so. Should the board fail to comply with this regulation the district may forfeit the inspection grant should the school inspector visit the district while the school is thus closed.

19. The teacher shall be responsible for the organization of the school and the classification of pupils. All promotions shall be made by the teacher subject to the approval of the inspector.

20. For the purpose of clause 4 of section 3 of The School Grants Ordinance all pupils who have passed the Standard V examination as prescribed by the Department of Education or who submit to the department satisfactory evidence of possessing scholarship equivalent thereto shall be classed as being in standards above the fifth.

DUTIES OF PUPILS.

21. Every pupil registered in any school shall be required: To attend regularly and punctually and in case of absence or tardiness to give to the teacher either orally or in writing a reasonable excuse therefor; to be provided with the authorized text books and other school requisites; to be clean and tidy in person and clothes; to be

diligent in studies, kind and courteous to class-mates, and obedient and respectful to the teacher; to conform to the rules of the school and submit to such discipline as would be exercised by a kind, firm and judicious parent.

22. All pupils shall be responsible to the teacher for their conduct on the school premises, and also for their behaviour on the way to and from school unless accompanied by one of their parents or guardians or some person appointed by them.

23. The board may require the parent or guardian of any pupil to replace or pay for any school property destroyed, broken or damaged by such pupil, and may suspend such pupil until the property is replaced or paid for.

COURSE OF STUDY.

24. The Course of Studies prescribed by the Department of Education shall form the basis of the teacher's work. It represents the minimum requirements for each standard and should be followed as a guide in classifying pupils. It may be modified to meet the needs of special schools but not without the written consent of an inspector who shall forthwith report the facts to the department.

TEACHING OF FOREIGN LANGUAGES.

25. Subject to the provisions of section 136 of The School Ordinance the board of any district may employ one or more competent persons to instruct the pupils attending school in any language other than English. Such instruction shall be given between the hours of three and four o'clock in the afternoon of such school days as may be selected by the board and shall be confined to the teaching of reading, composition and grammar. The text books used shall be those authorized by the Minister of Education.

26. In any school in which only a part of the pupils in a class receive instruction in a foreign language it shall be the duty of the teacher in charge to see that the remaining members of the class are profitably employed while such instruction is being given.

TEXT BOOKS.

27. The text books used by the pupils in any school shall be those authorized by the Minister of Education. No teacher shall require his pupils to purchase any other books.

REFERENCE BOOKS.

28. All reference books purchased by boards for the use of pupils and teachers shall be selected from the list authorized by the Minister of Education. In case any board desires to provide its school with books other than those contained in the authorized list it may do so upon receiving the approval of the Minister.

SCHOOL LIBRARIES.

29. All books purchased for school libraries shall be selected from the list authorized by the Minister of Education. Every school library shall be held in trust by the board as a part of the school property.

30. The board shall provide a suitable book case and shall make such regulations for the preservation and circulation of the books as may be deemed advisable. In the absence of any such regulations the following shall be deemed to be in force:

(1) The principal (or teacher) of the school shall be librarian and the treasurer of library funds. He shall prepare a catalogue of the books and shall disburse all funds on the order of the board.

(2) The books shall be suitably covered, with stout wrapping paper and numbered on their backs. The name and number of the school district, the number of the book and the date when purchased shall be entered on the inside of the front cover of each book.

(3) The librarian shall not issue to any pupil more than one volume at a time, nor shall any pupil be allowed to retain a book for more than two weeks.

(4) The librarian shall keep a record of every book loaned, in the following form:

Pupil's Name	No. of book	When delivered	When returned	Condition when returned	Fines, when paid

(5) At the close of each school term all books belonging to the library shall be called in. During the vacation period, or while school may remain closed, pupils may, upon the written order of a trustee, obtain books from the secretary of the district who for the time being shall act as librarian.

(6) The following fines, if authorized by the board, shall be assessed by the librarian: (a) for not returning a book within two weeks, 5 cents for each week it is detained beyond the limit fixed; (b) for any injury beyond ordinary wear, an amount proportionate to the injury; (c) for the loss of a book, the cost thereof.

(7) All fines assessed shall be paid within a week, and in case of failure to pay a fine the pupil fined shall not be entitled to enjoy the privileges of the library.

INSPECTION OF SCHOOLS.

31. Every inspector shall visit each school in his inspectorate as frequently as the Minister may direct. On the occasion of his official visit the inspector shall have supreme authority in the school and he shall conduct his inspection in accordance with the special instructions of the department.

32. If deemed necessary for the purpose of inspection the inspector may extend the regular hours, or, upon giving due notice to the teacher and pupils, he may require any school to be kept open on Saturday, in which case the attendance for Saturday shall be duly entered in the register.

TEACHERS' READING COURSE.

33. The Minister of Education may prescribe a course of reading for teachers. Teachers may at any time enter upon the course

(which shall be optional) by reading one or more of the three books prescribed each year.

34. Any teacher who desires a certificate of having read satisfactorily any book prescribed shall write brief essays on topics based upon such book and assigned by the Department of Education. He shall also make a declaration that he has carefully read the book and that the essays written were composed by him. The essays and declaration shall be transmitted to the Department of Education not later than March 1st in each year.

35. Any teacher who submits to the department certificates of having read satisfactorily nine of the books prescribed shall receive a diploma certifying to the completion of one full reading course. Additional diplomas shall be awarded to teachers who complete additional courses of nine books.

TEACHERS' MEETINGS.

36. In every school in which more than two teachers are employed it shall be the duty of the principal to convene, at least once a month, a meeting of his assistants for the purpose of conferring on matters pertaining to the organization, management and discipline of the school. A brief record of the proceedings of each meeting shall be kept and shall be referred to the inspector on the occasion of his official visit. It shall be the duty of the assistant teachers to attend such meetings and in case of their neglect or failure to do so the principal shall report the matter to the board.

TEACHERS' CONVENTIONS.

37. Upon receiving the approval of the Minister of Education the officers of any teachers' association may arrange for an annual convention the object of which shall be to promote the teaching efficiency of its members.

38. The inspector shall be, *ex officio*, a member of the committee of management of each association in his inspectorate, and he shall be consulted by the committee with respect to the arrangements for the annual convention.

39. Every convention held shall be subject to the following regulations:

(1) The secretary of the association shall give due notice of the convention to each teacher residing within reasonable distance of the place of meeting. (Upon application to the department lists of teachers will be furnished to associations.)

(2) The convention shall be held on such days as are approved by the Minister of Education.

(3) At the commencement of each session of the convention the presiding officer shall cause a roll of the members of the association to be called, and at the close of the convention the secretary shall forthwith forward to the department a record of the attendance in the form prescribed for the purpose.

(4) The president of the association shall as soon as practicable transmit to the department an outline report of the work of each session of the convention and when deemed advisable he may include in such report extracts from addresses given or papers read.

TEACHERS' INSTITUTES.

40. The Minister of Education shall arrange for the holding of teachers' institutes at suitable places in the province.

41. All teachers residing within reasonable distance of the place where an institute is to be held shall receive from the department due notice thereof and shall be expected to attend.

ATTENDANCE AT CONVENTION AND INSTITUTES.

42. Every teacher who desires to attend any teachers' convention or teachers' institute held under these regulations shall have the right to do so; and every district whose teacher attends any such convention or institute shall be entitled to the government grant for the teaching days during which such teacher is present at the convention or institute as shown by the register of attendance received by the department.

MIDSUMMER INSTITUTE.

43. Whenever twenty or more duly qualified teachers make application to the Department of Education for the establishment of a mid-summer institute the Minister of Education may cause such institute to be organized under the control and management of such special instructors as may be appointed by him.

44. Every such institute shall be held during the month of July or August at such time and place as may be determined by the Minister. It shall continue in session for at least one week and shall have as its object the professional improvement of its members.

DEPARTMENTAL EXAMINATIONS.

45. There shall be held annually at such times and places as the Minister of Education may determine departmental examinations for Standards V, VI, VII and VIII. These examinations shall be based upon the course of studies prescribed and shall be conducted in the manner provided by such special regulations or instructions in that behalf as may from time to time be issued by the Minister.

NORMAL SCHOOLS.

54. There shall be held annually one or more sessions of (a) the Provincial Normal School for the training of teachers for first and second class interim certificates; (b) such other Normal schools as may be deemed necessary for the training of teachers for third class certificates. Every session shall be held at such time and place and shall continue for such length of time as may be determined by the Minister of Education. No fees shall be charged students in attendance.

55. Every applicant for training shall apply to the Department of Education for a card of admission. Cards of admission may be granted to females over sixteen years of age and males over eighteen years of age, who hold or are entitled to Standard VI, VII or VIII Diplomas. Any person holding card of admission who fails to be present on the opening day of the session shall forfeit his right to attend.

56. The principal of the Provincial Normal School shall be responsible for its organization, discipline and management, and subject to the approval of the Minister of Education, shall prescribe the duties of his staff.

57. Teachers-in-training shall submit to such rules and regulations respecting attendance, classification, conduct and examinations as may be prescribed by the principal and approved by the Minister of Education, and they shall lodge and board at such houses as are approved by the principal.

58. Teachers-in-training shall be required to pursue such studies and pass such examinations and tests in teaching as may from time to time be prescribed by the Minister of Education.

APPENDIX B.

REGULATIONS OF THE DEPARTMENT OF EDUCATION
GOVERNING THE
PUBLIC SCHOOL LEAVING EXAMINATION, 1915.

GENERAL.

1. The annual Public School Leaving Examination shall be held upon such days between June 15th and 30th as may be fixed by the Minister of Education.
2. Teachers having candidates for examination shall make application to the Department in the form prescribed. All applications must be forwarded before May 1st.
3. Candidates shall write at such schools as may from year to year be selected by the Minister. There is no examination fee.
4. In order to pass a candidate is required to obtain 50 per cent. of the total number of marks, 50 per cent. on penmanship, 40 per cent. on the paper in composition, and 34 per cent. on every other paper.
5. Unsuccessful candidates shall be furnished with a statement of the subjects on which they failed.

SUBJECTS OF EXAMINATION FOR THE YEAR ENDING JUNE 30TH, 1915.

Arithmetic and Mensuration: A general review of the text prescribed for Grade VIII, giving special attention to business applications of percentage, e.g., commission, trade discount, insurance, taxes, duties, interest, loss and gain, averages, bank discount, etc.; also practical applications of elementary mensuration as involved in papering, plastering, carpeting, calculation of areas, cubical contents, piles of wood, fencing, board measure, etc.; metric system as treated in the prescribed text.

Text book: Dominion School Arithmetic, Part II.

Reading: A general knowledge of the subject matter of the selections prescribed for supplementary reading in Grade VIII. Instruction and practice in oral reading.

Literature: Intelligent comprehension of and familiarity with the following selections from the New Canadian Reader, Book V, with memorization of the finest passages:

Poetry:—Elegiac Stanzas, p. 18; Maud Muller, p. 41; Rosabelle, p. 97; The Glove and the Lions, p. 130; King Robert of Sicily, p. 179; The Vision of Sir Launfal, p. 186; The Birds of Killingworth, p. 216; To a Skylark, p. 229; The Passing of Arthur, p. 247; The British Flag, p. 376; The Canadian Confederacy, p. 379.

Prose:—David Swan, p. 31; King Richard and Robin Hood, p. 124; The Apology of Socrates, p. 156; The Tragedies of Birds' Nests, p. 205; Canada and Great Britain, p. 353.

Writing: Principles of letter formation; figures; addressing envelopes, etc. Neatness and legibility should be required in all written

exercises. The marks for penmanship shall be awarded on the Composition paper.

Spelling: Word building; study of derivation and composition from easily understood examples; common prefixes and suffixes and their significance; study of common Latin noun, adjective and verb forms; analysis of meaning of English words derived from Latin on basis of significance of root, prefix and suffix forms; common abbreviations; exercises in spelling and orthoepy.

Text book: Alberta Public School Speller.

Composition: The structure of the sentence and paragraph; the abstract, paraphrase and theme; social and business letters; punctuation.

Text book: Elementary Composition (Alexander & Mowat).

Grammar: An intelligent study of the topics as outlined in the Course of Studies.

Text book: Alberta Public School Grammar (Lang).

History and Civics: The leading events of Canadian history with particular reference to events subsequent to 1760; the outlines of British history with particular reference to events subsequent to 1485. Civics as outlined in the Course of Studies.

Texts: The Canadian People (Duncan);

An English History (Symes and Wrong);

Canadian Civics, Alberta Edition (Jenkins).

Geography: A general study of the subject as outlined in the Course of Studies.

Text book: Dominion School Geography.

Agriculture: A study of the subject as outlined in the Course of Studies for Grades VII and VIII.

Text book: A new text will be prescribed as soon as possible.

Drawing: As outlined in the Graphic Drawing Books with special reference to Book VIII.

Teachers' Reference: The Manual.

Geometry: Elementary Plane Geometry (Baker). Omit chapters 13, 14 and 21, also general proofs of theorems.

APPENDIX C.

*Regulations of the Department of Education Governing the Courses of
Studies and Annual Examination for Grades IX, X,
XI and XII for the year ending June 30th,
1915, and Teachers' Certificates.*

GENERAL.

1. The annual departmental examination for Grades X, XI and XII shall be held between June 10th and July 10th, upon such days and at such places as may be determined by the Minister of Education.

2. Every candidate who desires to write upon any departmental examination shall, *not later than April 15th*, make application to the Department. Special forms are furnished for this purpose.

3. The Principal of every school having candidates for examination shall, before June 15th, forward to the Department a confidential report on each candidate under the following heads: Length of time preparing for examination, regularity of attendance, attitude towards work, general grasp of each subject, physical fitness for examination, chances for passing. Where possible percentages based upon the candidate's work during the year should be given.

4. To be eligible for admission to the examination for Grade XI or XII an applicant shall hold the diploma of the next lower grade, or submit to the Department evidence of having satisfactorily covered an equivalent course.

5. In order to pass a candidate is required to obtain 50 per cent. of the total number of marks, 40 per cent. on the paper in English composition, and 34 per cent. on every other paper or on each part thereof.

6. Every person who passes the annual departmental examination for Grade X, XI or XII shall receive a diploma certifying thereto.

7. Any candidate who fails to pass the examination for Grade XI or XII may be granted a diploma for the next lower grade provided such candidate obtains 40 per cent. of the total marks, and does not fall below 25 per cent. on more than one subject.

8. Every unsuccessful candidate shall be furnished with a statement of the subjects on which he failed, and shall have the right to appeal within twenty days from the time the results of the examinations are announced. Each appellant shall state the answer papers he desires to have re-examined, and the specific reasons therefor. No appeal shall be considered unless it is accompanied by the fee prescribed.

9. The following are the prescribed fees:

For Grade X Diploma.....	\$3.00
For Grade XI or Grade XII Diploma (with or without extras).....	5.00
For one or two subjects only.....	1.00
For three or four subjects only.....	2.00

These are payable to the presiding examiner on the first day of the examination.

The fee for appeal shall be 50 cents for each paper appellant desires to be re-read, such fee to accompany appeal. If an appeal is sustained the fee shall be refunded.

Should a diploma be lost or destroyed a duplicate may be obtained upon payment of a fee of one dollar.

COURSES OF STUDIES AND SUBJECTS OF EXAMINATION FOR THE YEAR
ENDING JUNE 30TH, 1915.

GRADE IX.

Obligatory Subjects—

ENGLISH LITERATURE: It is intended that the course in Literature shall be progressive in character. There are several ends to be gained by the course as here outlined. The work should be covered in such a manner as to arouse in the student an interest in his work, foster a taste for good reading, and, in the end, leave him with the power of intelligent and correct literary interpretation.

In Grades IX and X it is intended to acquaint the student with a number of the easier selections from several of the simpler forms of literature, and especially to create a reasonable measure of literary appreciation.

In the higher grades, when the student will have become acquainted with sufficient material, acquired a better appreciation of the subject and a more acute sense for interpretation, emphasis should be placed upon comparative study and more critical interpretation. Even here, however, the chief aim must be to teach the pupil to understand, interpret and appreciate our best literature.

In Grades IX and X special attention must be given to oral reading. It should be made clear that by oral reading is meant the expression of an author's thought in spoken language. If stress is put upon the *thought* the student is brought face to face with the fact that he cannot read any selection the meaning of which he has not clearly grasped from the written signs. Such reading becomes an exceptional means of self-culture and of literary interpretation. In order that this expression may be interpretative in the highest degree attention must be given to voice training and the general laws that underlie vocal expression. In voice training care must be taken to develop strength, improve quality and increase flexibility. Some students have naturally very thin or weak voices, which, by proper exercises, may be readily strengthened. Some have disagreeable tone qualities, which may be remedied by the careful teacher. There are other students whose voices are flat or stiff and the tone monotonous. Proper exercises in interval and scale work will remedy these defects.

The student should be taught the simple laws of stress and inflection. These can best be applied at first by special drill on select passages. With this measure of care on the part of the teacher possessed with a taste for good literature, even the diffident, halting pupil may be taught to read with a fair measure of satisfaction to himself and pleasure to the hearer.

THREE YEAR CYCLE.

Year 1914-15.

Poetry: Arnold: Sohrab and Rustum.
Burns: Cotter's Saturday Night.

Rosetti: White Ship.

Browning: Herve Riel,

An incident of the French Camp.

Old English Ballads:

1. Robin Hood and Little John;

2. Guy of Gisborne;

3. Johnny Armstrong's Last Good Night.

NOTE—Choice selections from the above poems should be memorized.

Prose: Hawthorne: The Great Stone Face.

Dickens: The Cricket on the Hearth.

Van Dyke: The Other Wise Man.

Collateral Reading:

Homer: Odyssey (Translation).

Scott: The Talisman.

Longfellow: Hiawatha.

Year 1915-16.

Poetry: Coleridge: The Ancient Mariner.

Browning: The Pied Piper,

How They Brought the Good News.

Wordsworth: Michael.

Tennyson: The Revenge.

Byron: The Prisoner of Chillon.

NOTE—Choice selections from the above poems should be memorized.

Prose: Hawthorne: The Wonder Book.

Dickens: A Christmas Carol.

Van Dyke: The First Christmas Tree.

Collateral Reading:

Homer: Illiad (Translation).

Scott: Ivanhoe.

Longfellow: Evangeline.

Year 1916-17.

Poetry: Whittier: Snowbound.

Longfellow: The Bell of Atri.

Browning: The Glove,

The Italian in England.

Lowell: Sir Launfal.

Macaulay: Horatius.

Tennyson: Enoch Arden.

NOTE—Choice selections from the above poems should be memorized.

Prose: Hawthorne: Tanglewood Tales.

Ruskin: The King of the Golden River.

Van Dyke: The Lost Word.

Collateral Reading:

Malory: Morte d'Arthur.

Scott: Quentin Durward.

Longfellow: Miles Standish.

COMPOSITION: Short compositions based chiefly on subjects chosen from the texts prescribed for collateral reading. Special attention will be given to the principles treated of in the first four chapters of the prescribed text.

Text Book: Ontario High School English Composition (Copp Clark Co.).

GRAMMAR: A general knowledge of Chapters I-VIII of the prescribed text; general and detailed analysis of simple passages; determining of grammatical values of words.

Text Book: Ontario High School English Grammar (Can. Pub. Co.).

WRITING: The Public School Course continued.

HISTORY: The leading events of Canadian History with special reference to the period subsequent to the year 1763. British History up to the year 1485. Teachers should aim to stimulate comparison and judgment on the student's part rather than the mere exercise of memory.

Text Books: Duncan—History of the Canadian People. Buckley & Robertson—High School History.

GEOGRAPHY: Political, commercial and mathematical geography with elementary astronomy. Special attention will be given to the British dependencies,—their resources, productions, chief cities and peoples; the world's commercial highways; commercial relations of Canada and Great Britain; Canada and the United States.

Text Book: Dominion School Geography (Educational Book Co.).

ARITHMETIC AND MENSURATION: The following parts of the subject to be studied: Measures and Multiples, Greatest Common Measure, Least Common Multiple, Vulgar Fractions, Decimal Fractions, Contracted Multiplication and Division of Decimals, Compound Quantities, Powers of Numbers, Roots of Numbers, Mensuration, including the Rectangle, Triangle, Trapezium, Similar Triangles, Circle, Surface of the Cylinder, Surface of the Cone and Surface of the Sphere.

Percentage as applied to Interest, Bank Discount, Trade Discount, Profit and Loss, Commission, Insurance, Taxes and Duties and Customs. The Metric System and its application.

Text Book: The High School Arithmetic (Macmillan Co. of Canada).

ALGEBRA: Definitions and notation; facility in the use of algebraic symbols and in the interpretation of relations expressed by symbols; addition; subtraction; multiplication; division; simple equations of one, two and three unknown quantities and problems solved by the use of simple equations; simple factoring.

Text Book: C. Smith's Elementary Algebra, Chapters I-IX inclusive.

GEOMETRY: Book I, and easy deductions.

Text Book: Baker—Theoretical Geometry for Schools.

ELEMENTARY SCIENCE:

Physics: The first fourteen chapters (pp. 1-95) of the Elementary Physics for High Schools (Merchant and Chant).

Botany: Study the plant as a whole, with special attention to flower structure; study forms and structures of leaves, stems and roots; study of a typical fruit, *e.g.*, the bean pod, clearly distinguishing between seed and fruit; classification of fruits; dissemination of seeds; plant contents; plant ecology; germination of plants; the study of a grass, *e.g.*, timothy or wheat; study of representative plants and chief characteristics of the ranunculaceæ, violaceæ, rosaceæ, crucifereæ, leguminosæ and liliaceæ.

A text book is not absolutely necessary, but Atkinson's First Studies of Plant Life (Copp, Clark Co.) is a suitable book for this grade. Spotton's Botany (Manitoba edition) is also useful and may be used as a key. Teachers' References: Coulter's Plants (D. Appleton & Co.), Gray & Coulter's text book of

Western Botany (American Book Co.), and Bailey's Beginners' Botany (Macmillan).

Zoology: A choice of material should be allowed in this subject so that local forms may be used. Those parts of the subject closely related to Agriculture should receive special attention. Blank books for notes and drawings are essential and these should be carefully supervised by the teacher. No text book is required for the pupils.

Outline of course:

- (1) Study of a Grasshopper.
 - (a) Body regions;
 - (b) External organs of each region;
 - (c) Egg laying habits;
 - (d) Natural enemies of *e.g.*, birds, parasites and fungus diseases.
- (2) Recognition of types of different orders of insects, *e.g.*:
 - (a) Orthoptera—Cricket;
 - (b) Coleoptera—Beetle, ladybird;
 - (c) Lepidoptera—Butterfly or moth;
 - (d) Hemiptera—Plant lice;
 - (e) Hymenoptera—Bees, wasps, ants;
 - (f) Dyptera—house fly, mosquito;
 - (g) Neuroptera—Dragon fly.
- (3) Short study of type forms of other invertebrate groups, *e.g.*, spider, snail, slug, lobster, leech (blood sucker).
- (4) Stages in life history of the grasshopper (to be taken in spring).
- (5) Review of metamorphosis of a cutworm or butterfly.

Teachers' References: Chapman's Hand Book of Birds of Eastern North America; Introduction to Zoology, by Davenport (Macmillan Co.); Lessons in Elementary Biology, by T. Jeffrey Parker (Macmillan Co.); Manual of Zoology, by Parker & Haswell (Macmillan Co.).

DRAWING: Representation, construction, decoration, as in the Graphic Drawing Book for High Schools, The Prang Co., Winnipeg.

Teachers' Reference: The Manual.

Optional Subjects—

LATIN:—

Grammar: Bennett's Foundations of Latin (pp. 1-85).

Reading: Beresford's First Latin Reader (Blackie), Part I and first 15 selections of Part II.

FRENCH:—

Grammar: Ontario High School French Grammar (Fraser & Squair), Lessons I-XXII (pp. 1-47); also full conjugation of the regular verbs (pp. 235-241).

Reading: Laboulaye—Contes Bleus (pp. 1-45), Heath.

GERMAN:—

Grammar: First year German (Collar), Lessons I-XXVI.

Reading: Extracts in Collar's Grammar (pp. 152-177).

There will be no Departmental examinations for Grade IX, but the Principal of every school having students in this Grade shall, before June 15th, forward to the Department a report stating whether or not, in his judgment, the individual candidates have satisfactorily covered the courses prescribed.

GRADE X.

Obligatory Subjects:—

ENGLISH LITERATURE: See introduction to course in Literature under Grade IX.

THREE YEAR CYCLE.

Year 1914-15.

Poetry: Scott: The Lay of the Last Minstrel.

Shakespeare: A Midsummer Night's Dream.

NOTE—Choice selections from the above poems should be memorized.

Prose: Irving: Tales of a Traveller (Selected).

Collateral Reading:

Dickens: Oliver Twist.

Laut: Lords of the North.

Year 1915-16.

Poetry: Scott: The Lord of the Isles.

Shakespeare: The Merchant of Venice.

NOTE—Choice selections from the above poems should be memorized.

Prose: Eliot: Silas Marner.

Collateral Reading:

Dickens: A Tale of Two Cities.

Parkman: Wolfe and Montcalm.

Year 1916-17.

Poetry: Scott: Lady of the Lake.

Shakespeare: As You Like It.

NOTE—Choice selections from the above poems should be memorized.

Prose: Addison: Sir Roger de Coverley.

Collateral Reading:

Parkman: The Oregon Trail.

Dickens: David Copperfield.

COMPOSITION: Short compositions based chiefly on subjects chosen from the texts prescribed for collateral reading. Review the course covered in Grade IX, and in addition study the principles of *description* (pp. 89-144), and of the paragraph (pp. 277-310); due attention will also be given to the section devoted to letter-writing as well as to pp. 443-468 of the appendix.

Text Book: Manual of Composition and Rhetoric (Gardiner, Kittredge & Arnold).

GRAMMAR: A more thorough study of the chapters prescribed for Grade IX; general analysis of a more advanced nature; determining of grammatical values of words in more difficult constructions; a general knowledge of chapters IX-XVI of the prescribed text.

Text Book: Ontario High School English Grammar.

HISTORY: The leading events of British History with special reference to the period subsequent to the year 1485; a general review of Canadian History; Canadian Civics. Examinations will be such as to require comparison and the use of judgment on the student's part rather than a mere exercise of memory.

Text Books: Buckley & Robertson High School History; Duncan's The Canadian People; Jenkins' Canadian Civics.

PHYSICAL GEOGRAPHY: A general knowledge of the Physical Geography as treated in the prescribed text.

Text Book: High School Physical Geography (Macmillan Co. of Canada).

ARITHMETIC AND MENSURATION: The following parts of the subject to be studied in addition to a review of the work of Grade IX; Partnership, Stocks, Partial Payments, Equation of Payments, Compound Interest; Present Worth, True Discount, Exchange, Numerous Problems involving principles of Commercial Arithmetic. The use of Interest Tables.

Miscellaneous Theorems and their applications under the following headings: Divisibility, Longitude and Time, Ratio and Proportion, Motion, Work and Time, Special Units of Measurement.

Mensuration as applied to the finding of volumes of Rectangular Solid, Prism, Cylinder, Cone, Sphere, Pyramid, Frustrums of Cones and Pyramids.

Numerous problems for practice in Mensuration.

Text Book: The High School Arithmetic (Macmillan Co. of Canada).

ALGEBRA: A thorough review of the course of Grade IX; continuation of factoring; equations involving the principles of factoring and their solution; Highest Common Factor; Least Common Multiple; Fractions; Simple Equations of one, two and three unknowns; Problems based on Equations.

Text Book: C. Smith's Elementary Algebra, Chapters I-XIII inclusive.

GEOMETRY: Review of course prescribed for Grade IX, and in addition Book II and Propositions I to XIX of Book IV. Easy deductions.

Text Book: Baker—Theoretical Geometry for Schools.

ELEMENTARY SCIENCE:—

Physics: Review of course prescribed for Grade IX, also chapters XII, XV, XVI, XVII, chapters XXIV to XXXI inclusive, also chapters XLI and XLIII.

Text Book: Merchant & Chant's High School Physics (Copp, Clark Co.).

Botany: Study of a composite, *e.g.*, aster, sunflower, dandelion, daisy, etc., with drawing to illustrate; an intensive study of any one plant society, *e.g.*, one in the neighborhood of a slough; a study of the characteristics of different plant societies; food storage (*a*) in roots, (*b*) in stems, (*c*) in seeds, (*d*) in leaves; structure of leaves, stems and roots; functions of the parts of plants, *e.g.*, roots (anchorage, food storage, food absorption), stems (support, sap transportation, food storage), leaves (respiration, transpiration, photosynthesis), flowers (pollination, different ways in which it is accomplished), fruits (protection and dissemination of seeds), seeds (reproduction and food storage); chief types of inflorescence; collection of twenty local plants and their identification by the use of a key; recognition of common cryptogams, *e.g.*, equisetum, liverwort, moss, fungi, pond scums.

A text book is not absolutely necessary, but Atkinson's First Studies of Plant Life (Copp, Clark Co.) is a suitable book for this grade. Spotton's Botany (Manitoba edition) is also useful and may be used as a key.

Teachers' References: Coulter's Plants (D. Appleton & Co.), Gray & Coulter's Text Book of Western Botany (American Book Co.), and Bailey's Beginners' Botany (Macmillan Co. of Canada).

Zoology: A choice of material should be allowed in this subject so that local forms may be used. Those parts of the subject closely related to Agriculture should receive special attention. Blank books for notes and drawings are essential and these should be carefully supervised by the teacher. No text book is required for the pupils.

Outline of course—

- (1) Study of a vertebrate type, *e.g.*, the gopher, (*a*) covering, (*b*) external organs, (*c*) locomotion, (*d*) life habits, (*e*) comparison of teeth with those of dog and cat, illustrating adaptation to function, (*f*) chief organs and their functions.
- (2) Brief study of other vertebrate groups, (*a*) fish, (*b*) frog and salamander, (*c*) snake, (*d*) bird (recognition of at least fifteen common birds and a study of their habits). The study of these types to include chief external features, habits of life, habitat, and economic importance.

Teachers' References: Chapman's Hand Book of Birds of Eastern North America; Introduction to Zoology by Davenport (Macmillan Co.); Lessons in Elementary Biology, by T. Jeffrey Parker (Macmillan Co.); Manual of Zoology, by Parker & Haswell (Macmillan Co.).

DRAWING: Course prescribed for Grade IX continued.

Text Book: Prang's Graphic Drawing Book for High Schools.

Teachers' Reference: The Manual.

Optional Subjects:—

LATIN:—

Grammar: Bennett's Foundations of Latin (pp. 1-134).

Reading: Beresford's First Latin Reader (Blackie), Parts I, II and III.

FRENCH:—

Grammar: High School French Grammar (Fraser & Squair), Review of course for Grade IX and Lessons XXX-XXXIV; commoner irregular verbs; syntax of the verb (Sections 227-299).

Reading: Lemaitre—Contes Extraits de Myrrha (Heath).

GERMAN:—

Grammar: First Year German (Collar); Review of course for Grade IX and Lessons XXVII-LX.

GREEK: Forman's "First Greek Book" (American Book Co.), Lessons I-XLVI inclusive, with grammatical work from Hadley & Allen's Greek Grammar (Macmillan) as required for above lessons.

The *Examination* subjects for Grade X Diploma are: English Literature, Composition, Grammar, History and Civics (two papers), Physical Geography, Arithmetic and Mensuration, Algebra, Geometry, Elementary Science and Drawing. Papers will also be provided in Latin, French, German and Greek, and candidates looking forward to University Matriculation should take the examination in such languages as their prospective course demands.

The Principal of every school having candidates for examination shall, before June 15th, forward to the Department a report stating whether or not in his judgment the individual candidates have satisfactorily covered the courses prescribed for this grade in oral and collateral reading.

GRADE XI.

Obligatory Subjects:—

ENGLISH LITERATURE: See introduction to course in Literature under Grade IX.

THREE YEAR CYCLE.

Year 1914-15.

- Poetry: Shakespeare: Henry V.
 Tennyson: The Holy Grail.
 Selected Lyrics (Palgrave's Golden Treasury).
 "Much have I travelled in the realms of gold" (Keats).
 "Two voices are there; one is of the sea" (Wordsworth).
 "The world is too much with us, late and soon" (Wordsworth).
 "When Music, heavenly maid, was young" (Collins).
 "The curfew tolls the knell of parting day" (Gray).
 "Now the last day of many days" (Shelley).
 "Ye banks and braes and streams around" (Burns).
 "O Brignall banks are wild and fair" (Scott).
 "Oft in the still night" (Moore).
 "Stern daughter of the Voice of God" (Wordsworth).

NOTE—Choice selections from the above poems should be memorized.

- Prose: Macaulay: Hastings.
 Johnson: Rasselas.
 Collateral Reading:
 Southey: Life of Nelson.
 Goldsmith: The Traveller.
 Lytton: Harold.

Year 1915-16.

- Poetry: Shakespeare: Julius Cæsar.
 Tennyson: The Passing of Arthur.
 Selected Lyrics (Palgrave's Golden Treasury).
 "Eternal Spirit of the chainless Mind" (Byron).
 "When I have borne in memory what has tamed" (Wordsworth).
 "O Friend, I know not which way I must look" (Wordsworth).
 "If aught of oaten stop or pastoral song" (Collins).
 "O Wild West Wind, thou breath of Autumn's being" (Shelley).
 "Ye distant Spires, ye antique towers" (Gray).
 "Of a' the airts the wind can blaw" (Burns).
 "Why weep ye by the tide, ladie" (Scott).
 "Our bugles sang truce, for the night-cloud had lower'd" (Campbell).
 "From Stirling Castle we had seen" (Wordsworth).
 "And is this—Yarrow—This the stream" (Wordsworth).

NOTE—Choice selections from the above poems should be memorized.

- Prose: Macaulay: Pitt.
 Goldsmith: The Vicar of Wakefield.
 Collateral Reading:
 Irving: Life of Goldsmith.
 Thackeray: Esmond.
 Goldsmith: The Deserted Village.

Year 1916-17.

Poetry: Shakespeare: Coriolanus.

Tennyson: Gareth and Lynette.

Selected Lyrics (Palgrave's Golden Treasury).

"I met a traveller from an antique land" (Shelley).

"Milton! thou shouldst be living at this hour" (Wordsworth).

"Earth hath not anything to show more fair (Wordsworth).

"My heart aches, and a drowsy numbness pains" (Keats).

"Ruin seize thee, ruthless King!" (Gray).

"Hail to thee, blithe spirit" (Shelley).

"Ye banks and braes o' Bonnie Doon" (Burns).

"Waken, lords and ladies gay" (Scott).

"I am monarch of all I survey" (Cowper).

"There was a time when meadow, grove and stream" (Wordsworth).

NOTE—Choice selections from the above poems should be memorized.

Prose: Macaulay: Clive.

Austen: Pride and Prejudice.

Collateral Reading:

Lytton: Last of the Barons.

Butler: Life of Gordon.

Goldsmith: She Stoops to Conquer.

COMPOSITION AND RHETORIC: Essays based chiefly on subjects chosen from the texts prescribed for collateral reading. Review of work prescribed for former grades and Chapters IV and V of Part I of the prescribed text treating of exposition and argument, also Chapter II of Part II treating of sentences.

Text Book: Manual of Composition and Rhetoric (Gardiner, Kittredge & Arnold).

HISTORY: General History to the close of the Mediæval Period (p. 485) constitutional history of Canada.

Text Book: Myers' General History, revised edition; Bourinot—How Canada is Governed (Copp, Clark Co.).

ALGEBRA: A review of the work of Grades IX and X; elementary graphs and their application to represent a point on a line, a point on a plane, an algebraic expression, a linear equation involving two unknowns; square and cube roots; theory of indices; surds; quadratics; equations of the second degree involving one and two unknowns; problems involving quadratics; character of the roots of a quadratic equation; relations between the roots and coefficients of a quadratic equation and problems to illustrate these relations.

Text Book: C. Smith's Elementary Algebra.

GEOMETRY: Books III, IV, V and Propositions 4-8 inclusive of additional Propositions, Exercises and review.

Text Book: Baker—Theoretical Geometry for Schools.

CHEMISTRY: As in the prescribed text. The course to be experimental as far as possible.

Text Book: Mills' Chemistry for Schools (Gage & Co.).

AGRICULTURE: No text has yet been authorized. A full outline of the course to be covered is printed separately, and may be obtained upon application.

Optional Subjects:—

PHYSICS: Review work of the preceding grades, also Chapters XVIII to XXIII inclusive, Chapters XXXII to XXXIX inclusive, Chapters XLII to XLV inclusive and Chapters XLVIII and L.

Text Book: Merchant & Chant's High School Physics (Copp, Clark Co.).

LATIN:—

Grammar: Accidence:—Syntactical usages, especially the syntax of the cases, ablative absolute, accusative and infinitive, purpose and result, noun clauses, time clauses, gerund and gerundive, conditional clauses and indirect narration in detail.

Text Book: Bennett's Foundations of Latin.

Composition: Translation into Latin of phrases and sentences illustrative of the syntactical usages outlined under Grammar, and also sentences based on the Prose Authors read.

Text Book: Bennett's Preparatory Latin Writer (Allyn & Bacon).

Reading:

Cæsar—"Invasions of Britain"; Book IV, Chapters XX-XXXVIII; Book V—Chapters I-XXIII.

Virgil—Aeneid, Book II, ll. 1-505.

Translation at sight of passages of average difficulty from Cæsar.

The examination in Latin will consist of two papers, one on the Authors and sight translation, the other on the Grammar and Composition. One-third of the marks for the former paper will be assigned to sight translation.

FRENCH:—

Grammar: Review of work of preceding grades; all irregular verbs; syntax of noun, article, adjective, pronoun, adverb (Sections 300-420).

Reading: Translation of the prescribed French Literature, also translation at sight of passages of average difficulty from texts not prescribed.

The examination in French will consist of two papers, one on the Authors and sight translation, the other on the Grammar. One-third of the marks for the former paper will be assigned to sight translation.

Text Books: High School French Grammar; Greville: Dosia (Heath).

GERMAN:—

Grammar: Review of work of preceding grades and cover remainder of text.

Reading: Translation of the prescribed German literature, also translation at sight of passages of average difficulty from texts not prescribed.

The examination in German will consist of two papers, one on the Authors and sight translation, the other on the Grammar. One-third of the marks for the former paper will be assigned to sight translation.

Text Books: First Year German (Collar); Baker's German Stories (Holt).

GREEK:—

Grammar and Prose: Forman's First Greek Book, Lessons XLVII to the end, with necessary grammatical work from Hadley & Allen's Greek Grammar. The examination in this part of the work will be designed chiefly to test the

student's mastery of Greek accidence, but short English sentences for translation into Greek will also be set involving the more common idioms of Greek prose.

Reading: Xenophon—Anabasis, Book IV, Chapters I-VII inclusive (Macmillan's Elementary Classics). Sight translation from the works of Xenophon, preferably from Anabasis.

The *Examination* subjects for Grade XI Diploma are: English Literature, Composition and Rhetoric, History, Algebra, Geometry, Chemistry, Agriculture, and *one* of the following: Physics, Latin, French, German and Greek. Candidates may take the examination in any or all of these subjects.

The Principal of every school having candidates for examination shall, before June 15th, forward to the Department a report stating whether or not in his judgment the individual candidates have satisfactorily covered the course prescribed for this grade in collateral reading.

GRADE XII.

Obligatory Subjects:—

ENGLISH LITERATURE:—See introduction to course in Literature under Grade IX.

THREE YEAR CYCLE.

Year 1914-15.

Poetry: Shakespeare: Hamlet.

Milton: Paradise Lost, Book I.

Selected Lyrics (Palgrave's Golden Treasury).

"Let me not to the marriage of true minds" (Shakespeare).

"O Mistress mine, where are you roaming" (Shakespeare).

"It is not growing like a tree" (Jonson).

"Pack, clouds, away, and welcome day" (Heywood).

"Get up, get up, for shame" (Herrick).

"If to be absent were to be" (Lovelace).

"Come live with me, and be my love" (Marlowe).

"Fair pledges of a fruitful tree" (Herrick).

"From Harmony, from heavenly Harmony" (Dryden).

"When God at first made Man" (Herbert).

Prose: Carlyle: Scott.

Pitt: Speeches on the War in America (Selected).

Collateral Reading:

Beowulf:

Chaucer: Knight's Tale.

Milton: Minor Poems.

Shakespeare: Henry V.

Year 1915-16.

Poetry: Shakespeare: Macbeth.

Milton: Minor Poems.

Selected Lyrics (Palgrave's Golden Treasury).

"When in the chronicle of wasted time" (Shakespeare).

"On a day, alack a day" (Shakespeare).

"Drink to me only with thine eyes" (Jonson).

"Weep not, my wanton, smile upon my knee" (Greene).

"Jack and Joan, think no ill" (Campion).

"When love, with unconfined wings" (Lovelace).

"Over the mountains" (Anon).

"Under the greenwood tree" (Shakespeare).

"Awake, Aeolian lyre, awake" (Gray).

"This is the month, and this the happy morn" (Milton).

Prose: Carlyle: *Heroes and Hero Worship* (Lectures III and V).

Peel: *Speech on the Corn Laws*.

Collateral Reading:

Beowulf:

Paradise Lost, Book II.

Chaucer: *Nonne Prestes's Tale*.

Shakespeare: *Julius Cæsar*.

Year 1916-17.

Poetry: Shakespeare: *Lear*.

Milton: *Paradise Lost*, Book II.

Selected Lyrics (*Palgrave's Golden Treasury*).

"When in disgrace with fortune and men's eyes"
(Shakespeare).

"Come unto these yellow sands" (Shakespeare).

"Queen and Huntress, chaste and fair" (Jonson).

"Art thou poor, yet hast thou golden slumbers" (Dekker).

"Calm was the day, and through the trembling air"
(Spenser).

"Tell me not, Sweet, I am unkind" (Lovelace).

"Shall I wasting in despair" (Wither).

"Fair Daffodils, we weep to see" (Herrick).

"'Twas at the royal feast, for Persia won" (Dryden).

"When I consider how my light is spent" (Milton).

Prose: Carlyle: *Burns*.

Burke: *Speech on Conciliation*.

Collateral Reading:

Beowulf:

Milton: *Paradise Lost*, Book I.

Chaucer: *Prologue*.

Shakespeare: *Coriolanus*.

COMPOSITION AND RHETORIC: Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Work palpably defective in spelling, writing, punctuation or division into paragraphs will not be accepted at examination. Instruction in the principles of rhetoric should be given in connection with this study.

ENGLISH LANGUAGE AND HISTORY OF LITERATURE:—

Lounsbury—*English Language*, Part I, revised edition.

Gummere—*Hand Book of Poetics*.

Halleck—*History of English Literature*, Chapters I-VIII inclusive.

HISTORY:—

Bagehot—*The English Constitution* (Kegan, Paul, Trench & Co.).

Myers—*General History—Modern Age*.

ALGEBRA: C. Smith's *Elementary Algebra* (The Macmillan Co. of Canada).

GEOMETRY: Baker's *Theoretical Geometry*, propositions 12-25 inclusive of additional Propositions, omitting Proposition 17. Exercises.

Baker's *Analytical Geometry*; Chapters I and II; Chapter III omitting Sections 28-29; Chapter V omitting Sections 39-46. Exercises.

TRIGONOMETRY: Elementary Trigonometry—Hall & Knight. Chapters I-XV inclusive; chapter XVI omitting Sections 194-197; chapter XVII omitting sections 219-235; chapter XIX; chapter XXI omitting sections 267-275.

CHEMISTRY: Inorganic Chemistry—Remsen's Briefer Course—Revised Edition (Holt & Co.).

PHYSICS: Merchant & Chant's High School Physics (Copp, Clark Co.).

Latin:—

Grammar:

Bennett—with special reference to Parts I-IV.

Bradley—Arnold's Latin Prose Composition (Exercises I-XXIII).

Reading:

Horace: Odes, Books I and II.

Cicero: In Catilinam, Books I and II, with sight translation.

FRENCH:—

Grammar and Composition: Dictation and sight translation. High School French Grammar. A study of the irregular verbs and pages 187-336 inclusive, with associated exercises.

Reading: French texts for 1915:

Pailleron—Le Monde ou l'on s'ennuie (Heath).

Loti—Le Pêcheur d'Islande (Heath).

GERMAN:—

Grammar and Composition: Dictation and sight translation. High School German Grammar.

Reading: German texts for 1915:

Ebner - Eschenbach — Die Freiherren von Gemperlein (Heath).

Keller—Fähnlein der sieben Aufrechten (Heath).

GREEK:—

Grammar and Prose: A general review of Greek forms; translation into Greek of longer sentences and short anecdotes.

Text Books: Forman—First Greek Book, Hadley & Allen, Greek Grammar.

Reading: Lysias—"Regarding the Olive Stump," and "On Behalf of the Cripple," Shuckburgh (Macmillan Co. of Canada). Homer—Odyssey, Book XI, Merry (Clarendon Press). Sight translation from the Attic Orators.

The *Examination* subjects for Grade XII Diploma are: English Literature (two papers), Composition and Rhetoric, English Language and History of Literature, History, Trigonometry, *either* Physical Science *or* Chemistry, and any *two* of the following: Algebra, Geometry, Latin, French, German or Greek.

The Principal of every school having candidates for examination shall, before June 15th, forward to the Department a report stating whether or not in his judgment the individual candidates have satisfactorily covered the courses prescribed for this grade in oral and collateral reading.

TEACHERS' CERTIFICATES.

1. No person shall be engaged, appointed, employed or retained as teacher in any school unless he holds a valid certificate of qualification

granted by the Minister of Education. This regulation shall not apply to persons employed under the provisions of subsection 2 of Section 136 of The School Ordinance.

2. Certificates of qualification shall be of the following classes:

(a) Interim certificates of the first and second class valid for one year from the close of the school term during which they are issued.

Interim certificates may be granted: (1) on the recommendation of the Principal of the Normal School to students who have completed a course in training; (2) under the provisions of regulation 6.

(b) Professional certificates of the first and second class valid for life unless suspended or cancelled for cause.

Professional certificates of either class may be granted to persons who have taught successfully in the province for at least one year while holding a valid interim certificate of the same class. Persons holding interim certificates obtained on the recommendation of the Principal of the Normal School must also have passed the professional examination prescribed for teachers.

(c) Third class certificates valid for one year from the close of the calendar year during which they are issued.

Third class certificates may be granted on the recommendation of the Principal of the Normal School to students who have taken a course in training in the Normal School. Certificates of this grade may also be granted to teachers who have taken a course in training outside of the Province of Alberta and whose academic standing is such as to entitle them to admission to the Normal School to train as second class teachers.

(d) Provisional certificates valid until the close of the school term during which they are issued.

A provisional certificate may be granted either upon the application of a board of trustees that has failed to secure a duly qualified teacher, or upon the recommendation of an inspector. A board of trustees in applying for a provisional certificate for any person must satisfy the Department that a duly qualified teacher is not available. The board shall also furnish satisfactory evidence of the character and qualifications of the person for whom the certificate is requested. A fee of five dollars is required in connection with each provisional certificate issued or extended.

(e) Kindergarten certificates for principals and assistants in kindergartens.

3. On receiving an application from a board of trustees, accompanied by a recommendation from an inspector, the Minister of Education may, if a qualified teacher is not available, extend a third class or a provisional certificate to the end of the school term following that during which such certificate expired.

4. The Minister of Education may extend the time during which an interim certificate shall be valid.

5. Persons holding certificates or diplomas not obtained in the Province of Alberta may be granted such standing as the Minister of Education may deem them entitled to. Every applicant for an interim certificate under this regulation shall submit to the Department (a) the certificates which he holds; (b) an official statement that such certificates are valid and in force; (c) a certificate of moral character dated within three months of the time of presentation; (d) a recent testimonial from the inspector under whom he last taught.

6. Upon recommendation of the Principal of the Normal School the Minister of Education may permit any teacher-in-training who has failed to pass the professional examination at the close of the session

to write upon such examination at a subsequent session; but in case of a second failure every such person who desires to qualify as a teacher shall be required to attend another session and pass the prescribed professional examination.

7. Should a teacher's certificate be lost or destroyed, a duplicate may be obtained upon payment of a fee of two dollars.

NORMAL SCHOOL AND PROFESSIONAL EXAMINATIONS.

1. Before being granted a card of admission to a Normal School every applicant for training shall hold or be entitled to a Grade XI or Grade XII Diploma, or a standing which in the opinion of the Minister is equivalent thereto.

2. No card of admission shall be granted until the applicant has submitted to the Department a certificate of moral character signed by a clergyman or some other responsible person.

3. Applicants for admission shall submit certificates to show that in the case of females they are over sixteen years of age and in case of males over eighteen.

4. Any person who holds a card of admission and fails to be present on the opening day of the session shall forfeit his right to attend.

5. The professional examinations based on the course of studies for Normal School shall be held at the close of each session.

6. In order to pass, a candidate is required to obtain 50 per cent. of the total number of marks and 34 per cent. on each paper. The class work of a student during the term will, however, be a determining factor at the final examination.

7. The holder of a professional certificate of the second class and a Grade XII Diploma may be permitted, without further attendance at the Normal School, to write upon the professional examination for a first class interim certificate.

Course of Studies for Normal School.

The course of studies is designed for those who intend to teach in elementary and secondary schools in the Province. It includes the following subjects:

1. Psychology and General Method; History and Philosophy of Education; Class Management; School Law and Regulations.

2. Methods of teaching (a) English (Primary Reading, Oral Reading, Spelling, Writing, Composition, Grammar, Literature); (b) Science (Geography, Nature Study, Agriculture, Physiology and Hygiene); (c) Mathematics (Arithmetic, Elementary Geometry, Algebra); (d) Manual Arts (Manual Training, Drawing and Penmanship); (e) History and Civics; (f) Music; (g) Physical Training.

3. Observation of lessons taught by the staff of the Normal School and by the staff of the Practice School.

4. Practice in teaching.

Each teacher-in-training will be asked to read orally prose and poetical selections and to interpret the same. Each will also be examined in singing. The teaching ability of each will be judged by lessons taught in the presence of the critic teachers of the Practice School and of the members of the Normal School staff. A written examination based on lectures given and on the prescribed text books will be held at the end of the session.

Prescribed Text Books

FIRST CLASS: Education—Spencer (A. L. Burt Co., New York); Essentials of Psychology—Pillsbury (The Macmillan Co. of Canada); The Philosophy of Education—Horne (The Macmillan Co. of Canada); Text Book in the History of Education—Munroe (The Macmillan Co. of Canada); Lectures on Language—Laurie (Oliver & Boyd, Edinburgh); Philosophy of School Management—Tompkins (Ginn & Co.); King Edward Music Readers—Books I, II and III (The Macmillan Co. of Canada).

SECOND CLASS: A Brief Course in the History of Education—Munroe (The Macmillan Co. of Canada); Elements of Psychology—Thorndike (A. G. Seiler, New York); The Teaching of English—Chubb (The Macmillan Co. of Canada); Methods in Teaching—Tilley (The Macmillan Co. of Canada); A New School Management—Seeley (Hinds, Noble & Eldredge); King Edward Music Readers—Books I, II and III (The Macmillan Co. of Canada).

APPENDIX D.

Regulations Governing the Course of Studies and Examinations for Commercial Diplomas.

1. The annual departmental examinations will be held between June 10th and July 10th, upon such days and at such places as may be determined by the Minister of Education.

2. Every candidate who desires to write upon the Commercial Diploma Examination of the First or Second Year shall, not later than April 15th, make application to the Department. Special forms may be obtained for this purpose.

3. The Principal of every school having candidates for examination shall, before June 15th, forward to the Department a confidential report on each candidate under the following heads: Length of time preparing for examination, regularity of attendance, attitude towards work, general grasp of each subject, physical fitness for examination, chances for passing. Where possible percentages based upon the candidate's work during the year should be given.

4. To be eligible for admission to this course an applicant shall have passed the Public School Leaving Examination or shall submit to the Department evidence of having satisfactorily covered an equivalent course.

5. In order to pass a candidate is required to obtain 40 per cent. on each paper and 60 per cent. of the total number of marks assigned.

6. Every person who completes the course and passes the examination for the Second Year shall receive a diploma certifying thereto.

7. Any candidate who fails to pass the examination of the Second Year but who obtains 60 per cent. of the total of the marks assigned, may be granted a diploma upon obtaining at a subsequent annual examination a pass mark on the paper or papers upon which he failed.

8. The following are the prescribed fees:

For the First Year Examination..... \$3.00

For the Second Year Examination..... 5.00

These are payable to the presiding examiner on the first day of the examination.

9. Should a diploma be lost or destroyed a duplicate may be obtained upon payment of a fee of \$2.00.

COURSE OF STUDIES AND SUBJECTS OF EXAMINATION FOR THE FIRST YEAR.

GENERAL.

ENGLISH LITERATURE: Course prescribed for Grade IX.

ENGLISH COMPOSITION: Course prescribed for Grade IX, with special attention to business correspondence.

CANADIAN HISTORY AND CIVICS: Course prescribed for Grade X.

ENGLISH GRAMMAR: Course prescribed for Grade IX, with special attention to sentence structure and punctuation.

SPELLING: No text prescribed.

ARITHMETIC: Course prescribed for Grade IX. The Arithmetic for the First Year should cover practically the same ground as outlined for Grade IX with particular attention to the commercial type of problem, e.g., Interest (Simple), Bank Discount, Taxes, Insurance, Commission, etc.

PENMANSHIP: Sprott's Metronomic Course. The aim should be to produce writing that is legible and written with a fair degree of speed. Special attention should be paid in the First Year to forms of the letters, also to a neat style of figures.

SPECIAL.

BOOKKEEPING: Rational Bookkeeping, Part I.

BUSINESS FORMS: Promissory Notes, Drafts, Cheques, Receipts, Deposit Slips, Requisitions and Bank Drafts, Invoices, Bills, Statements of Account, Credit Notes, etc.

STENOGRAPHY THEORY: The theory should be covered during the First Year.

TYPEWRITING: Course in Smith's System of Touch Typewriting. Speed 20 words per minute. A thorough mastery of the letters of the keyboard is all that is required during the first year. The examination will consist in copying matter supplied to the candidate at the rate of about 20 words per minute.

Any good text will suffice but the following are recommended: Rational Typewriting published by The Gregg Publishing Co.; Touch Typewriting by Chas. E. Smith, Commercial Text Book Co., Toronto; Expert Typewriting by Rose Fritz, American Book Co.

RAPID CALCULATION: Rapidity in the four operations—addition, subtraction, multiplication and division, assisted by any short methods as are found in the text recommended.

An excellent text is Rapid Calculation by T. F. Wright, of St Catharines, Ontario, and published by the same person, while a more complete text is Figure Reading by McIntosh, published by The Commercial Text Book Co., of Toronto, Ontario, and the Complete Business Arithmetic, The American Book Co.

OPTIONAL.

ALGEBRA.

FRENCH.

The principal of every school having candidates for the First Year Examination shall, before June 15th, forward to the Department a report stating whether or not in his judgment individual candidates have satisfactorily covered the prescribed courses in the following subjects, viz: English Literature, English Composition, English Grammar, Spelling and Penmanship.

The examination subjects for the First Year are: Canadian History and Civics, Arithmetic and Rapid Calculation, Bookkeeping, Business Forms, Stenography Theory and Typewriting.

COURSE OF STUDIES AND SUBJECTS OF EXAMINATION FOR THE SECOND YEAR.

GENERAL.

ENGLISH LITERATURE: Course prescribed for Grade X.

ENGLISH COMPOSITION: Course prescribed for Grade X with special attention to business correspondence and study of current events.

GEOGRAPHY: Course of First Year with a study of conditions concerning climate and productions, development of natural resources, manufacture, transportation, markets of the world, capital, labor and finance.

SPELLING: First Year's course reviewed and extended.

ARITHMETIC: Course prescribed for Grade X with special study of commercial and accounting problems.

RAPID CALCULATION: A continuation of the work of the First Year. Too much attention to drill on the four operations is impossible. Additional short methods, e.g., in discounts, etc., should be taken up. Senior classes should be able to work at least ten short problems in half an hour.

PENMANSHIP: First Year's course with a study of lettering, etc.

SPECIAL.

BOOKKEEPING AND ACCOUNTING: A thorough study of the Theory and Practice of Accountancy including Partnership, Manufacturing, Contracting, Joint Stock Company, Accounts, Branch Establishments, Self-balancing Ledgers, Assets and Liabilities, and Financial Statements, making out, entering and filing necessary business forms of each set according to modern office procedure.

COMMERCIAL LAW: Contracts, Statute of Frauds, Guaranty and Suretyships, Negotiable Paper, Notes, Acceptances, Cheques, Endorsements, Banks and Banking, Due Bills, Orders, Receipts, Statute of Limitation, Mortgage, Principal Agent, Partnership, Joint Stock Companies, Mechanics Lien Act. (Commercial Law, Anger).

COMMERCIAL CORRESPONDENCE: The construction, composition and punctuation of letters; the wording and composition for the various forms of business letters, circular letters, form letters, filing and follow-up systems, telegrams, advertising by correspondence. (Business Letter-Writing, Warner.)

STENOGRAPHY PRACTICE: Taking letters and documents from dictation, speed 80-100 per minute. Transcribed on typewriter at 15 words per minute.

TYPEWRITING: Touch System of Typewriting of letters and documents, manifolding and tabular work. Speed 30-40 words per minute.

OPTIONAL.

ALGEBRA.

FRENCH.

The examination subjects for the Second Year and Commercial Diploma are: English Literature, English Composition and Commercial Correspondence, Geography, Spelling, Arithmetic, Rapid Calculation, Penmanship, Bookkeeping and Accounting, Commercial Law, Stenography Practice and Typewriting. Those taking Algebra or French in addition to the compulsory subjects will write on the papers in these subjects set for Grade X.

APPENDIX E.

COURSE IN AGRICULTURE FOR GRADE XI.

In the absence of a suitable text-book in the subject of Agriculture the following outline is given for the guidance of teachers. The examination in this subject in 1915 will be based upon this outline.

1.—SOIL.

I. FORMATION.

- (a) What soil is.
- (b) What sub-soil is.
- (c) The basis of soil formation—Fragments of rock.
- (d) Factors of weathering to produce soil, as:
 1. Atmospheric agencies,—frost, ice, snow, rain, wind, changes of temperature, etc.
 2. Organic agencies,—plant and animal life.
 3. Chemical agencies,—carbonic and other acids.

NOTE.—Relate to Physical Geography, also to Biology and Chemistry.

II. PHYSICAL PROPERTIES OF SOIL.

- (a) Specific gravity,—apparent and real.
- (b) Texture.
- (c) Structure.
- (d) Color.
- (e) Odor.

NOTE.—The bearing that each of these has on agriculture should be emphasized.

III. AGRICULTURAL CLASSIFICATION OF SOILS, based on percentages of humus, sand, clay, etc., remembering that a soil must have at least humus, sand and clay in its composition.

Soil is a mechanical mixture.

- (a) Sand soils, its composition and place in agriculture.
- (b) Light sandy loam, its composition and place in agriculture.
- (c) Sandy loam, its composition and place in agriculture.
- (d) Loam, its composition and place in agriculture.
- (e) Clay loam, its composition and place in agriculture.
- (f) Heavy clay loam, its composition and place in agriculture.
- (g) Clay soil, its composition and place in agriculture.
- (h) Humus soil, its composition and place in agriculture.
- (i) Alkali soil, its composition and place in agriculture.
- (j) Gumbo soil, its composition and place in agriculture.

IV. RELATION OF SOIL TO MOISTURE. Capillary, Gravitational.

- (a) Moisture—its uses and kinds, hygroscopic.
- (b) Control of soil moisture—how to conserve it—how it is lost from the soil.
- (c) Methods of station the moisture contents of soil (taken briefly).

V. RELATION OF SOIL TO AIR.

- (a) Factors determining the volume of air in a soil.
- (b) Composition of soil air.
- (c) Movement of soil air.
- (d) Conditions determining the rate of movement of air in the soil.

VI. RELATION OF SOIL TO HEAT.

- (a) Sources of heat for the soil.
- (b) Factors influencing the temperature of a soil.

VII. SOIL FERTILITY.

- (a) How to retain soil fertility—stable manure, green manuring, commercial fertilizer, rotation of crops, nitrifying bacteria, nitrogen gathering bacteria.
- (b) How soil fertility is lost—cropping—summer fallow, leaching, erosion and denitrification.

- (c) Nitrogen—sources of soil nitrogen; its place in agriculture; its control.
- (d) Phosphorus—sources of soil phosphorus; its place in agriculture; its control.
- (e) Potassium—sources of soil potassium; its place in agriculture; its control.
- (f) Lime and its place in agriculture—how to correct sour soil, etc.

NOTE.—(a) To be related to section in soil bacteria; (c, d, e, and f) to be related to chemistry.

VIII. SUGGESTED EXERCISES IN THE LABORATORY.

1. To prove that the elements nitrogen, phosphorus and potassium are necessary for the growth of plants.
2. Compare the fertility of soils and their corresponding sub-soils.
3. To become familiar with the appearances and properties of the different soils used in agriculture.
4. Test soils for acidity.
5. To determine the per cent. of water-soluble salts in an alkali soil.
6. Compare the weights of different soils.
7. To show the effects of puddling on the structure of soils.
8. To show the effects of freezing and thawing upon soil structure.
9. To determine the total moisture from field soils.
10. To determine the water holding capacity of soils.
11. To show the rate of percolation of water through soils of different textures.
12. To note the effect of color, drainage and slope on soil temperature.
13. To determine the efficiency of the different kinds of mulches in the conservation of soil moisture.

II.—GERMINATION OF GROWTH.

Showing the manner of sprouting of different seeds, their further development and getting above ground:—

Germinating of different seeds in sawdust, sands, soil, blotting paper, such as pumpkin, pea, corn, etc.; how young plants get out of the seed coats; how it emerges from the ground; the parts emerging; effects of having some germinate when soil crust is hard and when it is loose.

Showing the value of seed parts:—

Noting changes in cotyledons of seeds of pumpkins, beans, etc., as they grow; development of green coloring in cotyledon, giving them a leaf function; experiments cutting off cotyledons of some of the sprouted beans as soon as true leaves appear and comparing growth with those not touched.

Showing the manner of root development:—

Germinating wheat, etc., seeds in quite moist air, e.g., in zurich or earthenware germinators or on wet blotter with seed covered by watch glass, etc., to note root hairs, their structure, position, etc., note part of root which elongates by marking it at regular intervals with India ink, application of this in soil study.

Noting the root's problems:—

Its penetration through soils; its spreading out over just sufficient area for food material; its anchorage; relation of these to soil conditions.

Noting the requirements of the plant as to:—

1. Moisture.—How the root hairs are ultimately related to soil particles; the steady supply of water through soil regulated by surface

tension, etc., in a film of water about soil particles; effects of too much and too little water on crops observed and experiments performed.

2. Warmth.—Noting effect of different weather on crops,—experiments, giving different temperature to different growing plants.

3. Light.—The effect on growth noted by observation out of doors, and by experiment.

4. Air Supply.—Shutting off too much air by deep planting and letting a hard crust form on soil in seed boxes.

NOTE.—More or less of this will be a review of work taken in lower grades.

III.—PREPARATION OF THE SEED BED.

(a) Review of the needs of the plant and the root system in particular, and soil studies.

(b) General factors to be first considered in studying the problem.

(1) The needs of, and character of particular plants to be grown. (2) The character of the soil; physical and chemical.

Study of character of the plants used.

Example: Planting long rooted plants, such as long carrots, sugar beets, etc., in shallow cultivated and deeply cultivated soil; difference in needs of such a plant as the onion.

(c) Water content of surface soil:—

No free water in seed bed as the best condition for growth; soil just moist enough to hold together when pressed in hand; will fall apart readily when shaken; testing of various soils to note this and other physical conditions.

(d) Structure and texture of the soil:—

Soil to be fine and loose,—pressed close to seed,—top layer fine and loose, seed deep enough to be always moist under usual conditions but no deeper,—relation of fine texture to steady water supply to roots,—relation of loose texture to aeration and soil bacteria,—relation of such texture to drouth and other moisture conditions of soil,—need for loosening top surface after rain and for doing this when no longer sticky; experiments showing rate of drying out of soils of different textures; experiments showing movement of water through soils.

(e) Noting the chemical contents of soil, *e.g.*, alkali incrustations; litmus tests, sour soils and correction.

IV.—PLANT PROPAGATION.

1. From Cuttings:—

(a) Root and underground stem cuttings, *e.g.*, plant part of a horse radish root, rhubarb, etc., in spring, or planting the upper unused portion; using potato cuttings, leaving two or three eyes on each part of the tuber; work done outside in garden preferably.

(b) Soft stem cuttings, *e.g.*, geranium, coleus, etc., cuttings from ends, branch of medium consistency, cuttings three or four inches long, all leaves but few at the end removed; inserting the freshly cut end in hole in the soil or sand preferably; use of rain water for these; keeping in dim place until rooted; transplanting when rooted; best done in late spring and early fall in boxes inside.

(c) Hardwood cuttings may also be used if desired, but are more difficult.

2. Graftings:—

Various kinds of grafting as variations of the one process, *e.g.*, cleft grafting, whip-grafting, etc., illustrated in laboratory with scions

and stalks of tree or shrub; problem of uniting in growth two cambium layers; the laboratory practice and outside applications of fruit or other shrubs and trees; the values of such work.

3. Budding:—

A variation of grafting—doing it in late summer—laboratory illustrations and outside practice.

4. Layering:—

Producing a number of plants from one and leaving until rooted; also strawberry runners, stem tips of gooseberries, etc., bent over and left until rooted; pinning down wandering-jew at several joints and leaving until rooted.

V.—BACTERIA AS RELATED TO SOIL.

A few brief introductory lessons on what bacteria are,—their relation to other plants; their size, shape and classification, their general food requirements; their relation to oxygen; the effect of temperature and light upon them.

Soil Bacteria.

(1) Nitrifying bacteria: The part that some kinds of bacteria play in breaking complex organic compounds resulting in the formation of simple compounds, *e.g.*, nitrates which are soluble and capable of being readily taken up by the roots of plants.

An experiment: To prove that nitrification takes place in the soil: Sterilize one lot of soil so as to destroy all living germs present and then compare this soil in richness with similar soil not sterilized. This may be tested by growing plants in the two kinds of soil indicated.

Some of the conditions that promote the best nitrification (developed with students in a brief simple way):

1. Moderate amount of moisture.
2. Lack of acid,—nitrifying bacteria cannot develop in an acid medium.
3. There must be nitrogenous matter in the soil such as humus, —the temperature at which these bacteria develop varies from 37 to 110 F., the optimum being 99 F.
4. Air is required, as nitrification is a process of oxidation.

(2) De-nitrifying bacteria: This group of micro-organisms in the soil acts in the opposite manner and reduces nitrates to nitrites, ammonia, sometimes free nitrogen, *i.e.*, changes the nitrogenic compounds which are in a form available for plant food, into a form not available for plant food.

- (a) Reduction of nitrates into nitrites.
- (b) Reduction of nitrates to give free nitrogen.
- (c) Reduction of nitrites into free nitrogen;
Thus there is a loss of nitrogen as a result of nitrification.
- (d) The organic compounds are broken down and simplified with the loss of nitrogen chiefly in form of ammonia.

Note odor of ammonia in freshly fermented manure. In this stage the nitrogen-cycle may be illustrated showing how proteids or animal substances are decomposed by bacteria forming free nitrogen and how some soil bacteria act upon the free nitrogen forming nitrites, and nitrate bacteria act upon the nitrites forming nitrate which can be taken in by the roots of plants and built up into proteids and then become food for animals and are built up into animal proteids.

- (3) Nitrogen gathering bacteria, or
Nitrogen "fixing" bacteria:

1. Soil bacteria capable of forming nitrogen compounds using the nitrogen of the air.
2. Legume bacteria connected with the roots of legumes such as alfalfa, red clover, peas, etc., capable of using air-nitrogen similarly.

Emphasize value of legumes for—

- (a) Fodders.
- (b) Green manure.
- (c) Bacteria on root tubercles.
 - (1) Each legume requiring its own kind of bacteria.
 - (2) Selection of proper legume and its bacteria.
 - (3) Use of bacteria cultures, *e.g.*, inoculating legume seed.

VI.—SEED.

Ref.—“Seed Vitality,” in report of “Weeds of Alberta.”

Reports of Canadian Seed Growers' Association.

- (a) *Purity*—Identification of chief noxious weeds; examination of a few commercial samples, oats, wheat, clover in order named, removing and identifying impurities. The laboratory should be provided with a full set of noxious weed seeds in small vials. Use tripod lens for examination of small seeds.
- (b) *Vitality*—Examination of seed samples for evidence of injuries caused by disease, frost or threshing; germination tests of seeds to be used in plot work. Percentage of seeds germinated at the end of ten days should indicate vitality. Compare with later results from seeds planted in plots.
- (c) *Selection*—Talks upon the principle involved—improvement from selection of larger seeds; improvement from selection of good heads; particular emphasis on improvement from plant selection.
(The plant is the unit.)
(Seed may be obtained from Calgary Branch of Division, Calgary, Alberta.)

VII.—PLOT WORK.

- (a) *Demonstration*.
 1. Common crops: such as wheat, oats, barley, peas, and field roots.
 2. Unusual crops: emmer, speltz, flax, vetches, milo, maize, kaffir corn. This work is intended to familiarize the pupils with the seeds and plants of economic varieties.
- (b) *Experimental*.
 1. Seed conditions:—
 - (a) Large and small seed.
 - (b) Broken and whole seed.
 - (c) Frosted and normal seed.
 - (d) Seed affected smut,—treated and untreated.
 - (e) Nullified and normal seed.
 2. Effect of cultured conditions:—
 - (a) Thick and thin seeding.
 - (b) Deep and shallow seeding.
 - (c) Different dates of seeding.
 - (d) Cultivation after seed has come up.
 - (e) Deep and shallow ploughing.
 - (f) Effect of soil mulch.

These are merely suggestive of many simple and fundamental experiments that may be conducted in small plots.

Exercise: The growing of legumes, such as alfalfa, peas in inoculated soil and in soil not inoculated and noticing the relation between the vitality of plants and the number of nodules on their roots.

Planting of inoculated and uninoculated seed in ordinary soil and noticing the relation between the vitality of plants and the number of nodules on their roots.

The growing of legume in water culture bottles and noticing as to whether tubercles will appear on the roots or not and hence determining the habits of the legume bacteria.

VIII.—THE ECONOMIC VALUES OF PLANTS.

1. Plants of value as fodders:
 - (a) The grasses.
 - (b) The clovers and other leguminous plants.
 2. Plants the seeds of which are valuable as food for farm animals, *e.g.*, the wheat, corn, bean, oat, flax, barley, rye, etc.
 3. Plants valuable as cereals or producing other foods.
 4. Plants valuable as fertilizers, *e.g.*, buckwheat, clover, rye, etc.
 5. Plants producing lumber, shingles, lath, etc.
 6. Plants producing shelter belts.
 7. Plants producing fruits.
- (Special attention to the relative importance of such in Alberta's Agriculture.)

IX.—POLLINATION AND FERTILIZATION.

Meaning of the two terms and parts of the plants involved.

The way flowers are pollinated,—wind, insects; self and cross-pollination in flowers.

Staminate and pistillate and complete flower.

Best insects for pollinating,—comparative scarcity of these in Alberta.

Artificial pollination,—development of hybrids briefly viewed.

Exercises: Such as artificial pollination of cucumbers, tomatoes, in plots and at home and comparing the crop with unpollinated plots of such.

X.—PARTS OF PLANTS AND THEIR USES.

NOTE.—This part of the work is supplementary to the botany of Grades IX and X and a review for the most part will serve in Grade XI.

1. The *Root*:

- (a) A practical study of the root systems of the wheat, clover, carrot, etc.
- (b) Roots as storehouses of nourishment for the plant.
- (c) Roots as food for man and farm animals.

2. The *Stem*:

- (a) Aerial Stems: Review of erect stems, trees, shrubs, grasses, etc., structure of stems as shown by the passage of fluids through them, *e.g.*, place a celery stalk in water coloured with red ink.

- (b) Climbing stems, *e.g.*, hops, scarlet runners, morning glories, peas, vetches.
 - (c) Underground plants, *e.g.*, Rhizome, tuber, bulb and corm. A practical study of underground stems of such plants as raspberry, potato, couch grass, Canada thistle, etc., with special reference to their spreading and eradication.
(See Government Bulletin on Weeds of Alberta.)
3. The *Leaves*:
- (a) Functions of leaves—transpiration, respiration and photosynthesis with experiments to illustrate these.
 - (b) Economic value of some leaves such as cabbage and rhubarb.
4. The *Seed*:
- A brief study of the different kinds of seed coverings; experiments to detect starch and proteids in wheat, etc., to separate starch and gluten in flour, to obtain oil from flax seed and the like.

XI.—INTERDEPENDENCE OF PLANTS AND ANIMALS.

- (a) Interdependence of animal, bird, insect and plant life developed to show the unity of nature and their special significance and relationship to agricultural problems.
- (b) See also section on Bacteria.

XII.—FOODS, FODDERS AND CARE OF FARM ANIMALS.

Brief discussion on such topics as:

- Shelter of stock.
- Lack of care of stock.
- Advantages of good stock.
- Food supply and energy.
- Food supply and the growing animal.
- Food supply and the special products.
- Special foods and special products, balanced relations.

References: Soil and Crops, etc.

- Essentials of Botany.—Berger-Ginn & Co.
- Principles of Botany.—Berger & Davis.
- Plants.—Coulter.
- Elements of Agriculture.—Warren.
- Principles of Agriculture.—Bailey.
- Vegetable Gardening.
- Agricultural Botany.—Percival.
- Conn's Agricultural Bacteriology.
- Microbiology.—Marshall.
- Reports and Bulletins of Provincial and Dominion Agriculture Departments, and Experimental Farms at Lacombe and Lethbridge.

APPENDIX F.

AUTHORIZED TEXT BOOKS, GRADES I-VIII.
(APPROVED JUNE, 1914)

This list shows the retail price as well as the price at which books may be obtained direct from the publishers (post or express paid) if cash accompanies order.

	Retail	Postpaid
READERS: Alexandra Primer, The Macmillan Co. of Canada, St. Martin's House, Bond St., Toronto....	\$.20	\$.22
Alexandra First Reader.....	.25	.28
Alexandra Second Reader.....	.35	.36
Alexandra Third Reader.....	.45	.48
Alexandra Fourth Reader.....	.50	.52
New Canadian Reader (Book V), W. J. Gage & Co., Toronto	.60	.60
The Dominion Readers, First (Parts I and II), and Second,—optional for Roman Catholic separate schools		
Bilingual Series, First (Parts I and II), and Second,—optional in schools where French is the vernacular		
Ahn's First and Second German Books.....		
Supplementary Reading as outlined in the Course of Studies		
ARITHMETIC: Dominion Elementary Arithmetic (Part I, Grades IV-VI), The Educational Book Co., 94 Spadina Ave., Toronto.....	.25	.25
Dominion Elementary Arithmetic (Part II, Grades VII-VIII)	.25	.25
GRAMMAR: Alberta Public School Grammar (Lang), Grades V-VIII, The Copp Clark Co., 495-517 Wellington St. West, Toronto.....	.25	.25
GEOGRAPHY: World Relations and the Continents, Grades VI-VII, The Educational Book Co.....	.80	.80
Dominion School Geography, Grade VIII, Educational Book Co.....	.90	.90
AGRICULTURE: Text not yet prescribed.		
HISTORY: Duncan's Story of the Canadian People (Western Edition), Grades VII-VIII, The Macmillan Co....	.55	.55
Symes & Wrong's English History, Grades VII-VIII, The Copp, Clark Co.....	.50	.50
CIVICS: Canadian Civics, Alberta Edition (Jenkins), Copp, Clark Co., Grades VII-VIII.....	.35	.35
GEOMETRY: Elementary Plane Geometry (Baker), Grade VIII, W. J. Gage & Co.....	.40	.40
COMPOSITION: Elementary Composition (Alexander & Mowat), Grades VI-VIII, Educational Book Co.	.35	.35
SPELLING: Alberta Public School Speller, Grades III-VIII, Copp, Clark Co.....	.25	.25

	Retail	Postpaid
WRITING: The New Barnes Writing Books for Alberta Schools,—Primer, First, Second and Third (The A. S. Barnes Co.), The Douglas Co., Booksellers, Edmonton	.10	.10
DRAWING: The Graphic Drawing Books, Books I-VIII, The Prang Co., 48 Charlotte St., Winnipeg	.15	.15
HYGIENE: "How to be Healthy" (Halpenny & Ireland), Grades V-VII, Educational Book Co.	.50	.50
MUSIC: New Normal Music Course, Educational Book Co., Book I (for graded schools)	.30	.30
Book II (for graded schools)	.40	.40
Common School Music Book (for ungraded schools)	.40	.40
PHYSICAL CULTURE: Syllabus of Physical Exercises for Schools, Copp, Clark Co.	.25	.25

APPENDIX G.

THE RHODES SCHOLARSHIPS.

The trustees of the will of the late Mr. Cecil Rhodes issue the following memorandum for the information of educational authorities and intending candidates for scholarships in Canada:

The election of scholars in Canada under the Rhodes bequest will take place each year during the month of January. The scholars will begin residence at Oxford in October of the year for which they are elected.

Each scholarship is tenable for three years, and is of the value of £300 per annum.

Candidates shall be British subjects and unmarried. They must have passed their nineteenth, but not have passed their twenty-fifth birthday, on October 1st of the year for which they are elected.

An elected scholar must have reached at least the end of his sophomore or second year's work at some recognized degree-granting University or College of Canada.

Candidates may elect whether they will apply for the Scholarship of the Province in which they have acquired any considerable part of their educational qualifications, or for that of the Province in which they have their ordinary private domicile, home or residence. They must be prepared to present themselves for examination or election in the Province they select. No candidate may compete in more than one Province, either in the same or in successive years.

Only candidates who have passed an equivalent to the Oxford Responsions Examination including Greek or those who are exempted from Responsions by the Colonial Universities' Statute, are eligible for election.

NOTE.—The Colonial Universities' Statute provides that any University in the British Dominions may apply to Oxford University to be admitted to the privileges of the Statute. If the application is accepted, students who have taken a full course for two years at the Colonial University, are admitted to advance standing at Oxford, and are excused from Responsions.

To aid in making a choice each qualified candidate is required to furnish to the Chairman of the Committee of Selection—

(a) A certificate of age;

(b) A full statement of his educational career at School and College; his record in athletics, and such testimonials from his masters at School and his professors at College, in reference to the qualities indicated by Mr. Rhodes, as will assist the judgment of the Committee of Selection.

Each candidate should personally present himself to the Committee of Selection before a final decision is made, unless specially excused by the Committee itself, in which case a statement of the reasons should be sent to the Trustee.

The Scholarship will be paid in four quarterly instalments, the first on beginning residence at Oxford, and thereafter terminally on the certificate of the College that the work and conduct of the student have been satisfactory. Without such a certificate the Scholarship lapses.

For the information of students who are not excused from Responsions under the regulations contained in the foregoing memorandum, the following particulars regarding this examination are given:

EXTRACTS FROM MR. RHODES' WILL.

The following extracts from Mr. Rhodes' Will, which indicate the purpose of the scholarships, will doubtless be of interest:

Whereas, I consider that the education of young colonists at one of the universities in the United Kingdom is of great advantage to them for giving

breadth to their views, for their instruction in life and manners, and for instilling into their minds the advantage to the colonies as well as to the United Kingdom of the retention of the unity of the Empire; and whereas, in the case of young colonists studying at a university in the United Kingdom, I attach very great importance to the university having a residential system such as is in force at the universities of Oxford and Cambridge, for without it those students are, at the most critical period of their lives, left without any supervision; and whereas, there are at the present time fifty or more students from South Africa studying at the University of Edinburgh, many of whom are attracted there by the excellent medical school, and I should like to establish some of the scholarships hereinafter mentioned in that university, but owing to its not having such a residential system as aforesaid, I feel obliged to refrain from doing so; and whereas, my own university, the University of Oxford, has such a system, I suggest that it should try to extend its scope so as, if possible, to make its medical school at least as good as that at the University of Edinburgh; and whereas, I also desire to encourage and foster an appreciation of the advantages which I implicitly believe will result from the union of the English-speaking peoples throughout the world, and to encourage in the students from the United States of America, who will benefit from the American scholarships to be established for the reason above given at the University of Oxford under this my will, an attachment to the country from which they have sprung, but without, I hope, withdrawing them or their sympathies from the land of their adoption or birth: Now, therefore, I direct my trustees, as soon as may be after my death, and either simultaneously or gradually as they shall find convenient, and if gradually, then in such order as they shall think fit, to establish for male students the scholarships hereinafter directed to be established, each of which shall be of the yearly value of £300, and be tenable at any college in the University of Oxford for three consecutive academical years.

My desire being that the students who shall be elected to the scholarships shall not be merely bookworms, I direct that in the election of a student to a scholarship regard shall be had to (i) his literary and scholastic attainments, (ii) his fondness of and success in many outdoor sports, such as cricket, football, and the like; (iii) his qualities of manhood, truth, courage, devotion to duty, sympathy for the protection of the weak, kindness, unselfishness, and fellowship; and (iv) his exhibition during school days of moral force of character and of instincts to lead and to take an interest in his school mates, for those latter attributes will be likely in after life to guide him to esteem the performance of public duties as his highest aim. As mere suggestions for the guidance of those who will have the choice of students for the scholarships, I record that (i) my ideal qualified student would combine these four qualifications in the proportions of three-tenths for the first, two-tenths for the second, three-tenths for the third, and two-tenths for the fourth qualifications, so that, according to my ideal, if the maximum number of marks for any scholarship were 200 they would be apportioned as follows: Sixty to each of the first and third qualifications and forty to each of the second and fourth qualifications; (ii) the marks for the several qualifications would be awarded independently as follows (that is to say): The marks for the first qualification by examination, for the second and third qualifications, respectively, by ballot by the fellow students of the candidates, and for the fourth qualification by the head master of the candidates' school; and (iii) the results of the awards (that is to say, the marks obtained by each candidate for each qualification) would be sent as soon as possible for consideration to the trustees or to some person or persons appointed to receive the same, and the person or persons so appointed would ascertain by averaging the marks in blocks of twenty marks each of all candidates the best ideal qualified students.

No student shall be qualified or disqualified for election to a scholarship on account of his race or religious opinions.

Except in the case of the four schools hereinbefore mentioned, the election to scholarships shall be by the trustees, after such (if any) consultation as they shall think fit with the minister having the control of education in such colony, province, state or territory.

A qualified student who has been elected as aforesaid shall, within six calendar months after his election, or as soon thereafter as he can be admitted into residence, or within such extended time as my trustees shall allow.

commence residence as an undergraduate at some college in the University of Oxford.

The scholarships shall be payable to him from the time when he shall commence such residence.

I desire that the scholars holding the scholarships shall be distributed among the colleges of the University of Oxford, and not resort in undue numbers to one or more colleges only.

Notwithstanding anything hereinbefore contained, my trustees may, in their uncontrolled discretion, suspend for any such time as they shall think fit, or remove any scholar from his scholarship.

In order that the scholars, past and present, may have opportunities of meeting and discussing their experiences and prospects, I desire that my trustees shall annually give a dinner to the past and present scholars able and willing to attend, at which I hope my trustees, or some of them, will be able to be present, and to which they will, I hope, from time to time, invite as guests persons who have shown sympathy with the views expressed by me in this my will.

Up to the present time only one scholarship is provided for the Provinces of Alberta and Saskatchewan. A Committee of Selection has been appointed in each province, and arrangements have been made whereby these committees will make the selection for alternate years.

The Committee of Selection for Alberta consists of:

His Honour the Lieutenant Governor, Chairman;

The Honourable the Chief Justice;

The President of the University;

The Chancellor of the University;

The Honourable the Minister of Education.

Secretary of the Committee, D. S. MacKenzie, Edmonton.

The election of a scholar for 1917 will be made by the Alberta Committee in December of this year, and applicants should submit to the secretary as early as possible complete official statements regarding their qualifications, with evidence of their eligibility under the conditions imposed by the trustees.

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